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ABSTRACT

Every two years, community college graduates throughout Maryland are surveyed in the spring following their graduation to gather information about their experiences in college and their subsequent educational and employment activities. Of the 756 students who graduated from Catonsville Community College (CCC) in 1987-88, 41% responded to the spring 1989 survey. Study findings, based on responses from CCC graduates, graduates from comparably sized community colleges in Maryland, and community college graduates statewide, included the following: (1) a larger percentage of CCC graduates were in transfer programs than at comparable colleges; (2) 11% of the graduates were still enrolled at CCC in spring 1989; (3) on their admissions applications, 26% of the graduates indicated that they came to CCC to prepare for a career, 18% to update skills, and 30% to prepare for transfer; (4) on the graduate survey, 24% indicated that preparing for job entry was their primary reason for coming to CCC, 9% said updating skills was most important to them, and 28% indicated that they had come to prepare for transfer; (5) 81% indicated that their writing skills had improved because of their attendance at CCC, almost two-thirds said that their appreciation of art, music, or literature was enhanced, and almost 75% had increased their mathematics skills; (6) 50% of the graduates had taken courses at another college since attending CCC, and 76% of those graduates rated their preparation for transfer as "very good" or "good"; and (7) 88% of the graduates were employed full or part time when surveyed, and 79% were working in a job directly or somewhat related to their major at CCC. The survey instrument and responses to open-ended questions are attached. (VVC)

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# Survey of 1988 Community College Graduates

## Office of
# Institutional Research

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JC 890 461

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## Survey of 1988 Catonsville Community College Graduates

Community college graduates throughout the state are surveyed every two years in the spring following their graduation. Thus the graduates of Fiscal Year 1987-88 were surveyed in the spring of 1989 with questions about their experiences in college and their subsequent activities, both employment and further schooling. Three hundred twelve CCC graduates responded, 41% of the 756 graduates from that year.

CCC graduates (both AA degree holders and certificate holders) reported an average of 57.1 credits accumulated at Catonsville, down 1.4 credits from the 1986 graduates. The respondents reported fewer credits accumulated than was the case for the population of all CCC graduates in FY88 who accumulated an average of 58.2 credits. The respondents reported an average QPA at CCC of 3.16, higher than that of the graduate population (3.02). The respondents to the survey were older on the average (30.5 years) than the graduating class (29.4 years). While the respondents took an average of 6.1 years to complete their degrees, the average for the graduates was 5.9 years.

A larger percentage of our graduates were in transfer programs than at comparable institutions (the state lists Anne Arundel, Community College of Baltimore, Essex, Montgomery, and Prince George's Community Colleges as our peers.) It is interesting to note that over 11% of our FY88 graduates were still enrolled at

Catonsville as of Spring 89. Many more females than males graduate from community colleges, about five to three at CCC and almost two to one across the state. The race and ethnic breakdown of CCC graduates is similar to the rest of the state but has a higher proportion of white students than our peer colleges. This comparison might be different if CCB were considered as one of sixteen other colleges across the state rather than one of five in our peer group.

As is obvious, students change their perceptions of why they come to college as they progress through their academic experiences. On admission applications 26% said that they came to CCC to prepare for a career; on the survey of graduates 24% said that preparing for job entry was their primary reason for coming to CCC. Originally 18% said that they came to update skills. By the time they graduated, 9% said that updating skills was most important to them. The percentage preparing for transfer fell from over 30% to slightly more than 28% over the period from admission to graduation. The single most important reason given for attending a community college was given as preparation for transfer to a four-year institution with preparation for career entry next. CCC has a high rate of certificate seeking students compared to the rest of the state and to our peers. We have a higher rate of students seeking to take just courses than our peers or the rest of the state, and we have a lower AA degree seeking rate than either of the other two groups. CCC has a higher proportion of students seeking to update skills than either our peers or the rest

of the state. Over 95% indicated that their most important goal was completely achieved or partly achieved by the time that they had graduated from Catonsville.

Twenty-one percent of those responding to the followup survey indicated that they had taken English skills courses, a percentage lower than that of our peers and across the rest of the state. Seventy-four percent rated these courses as "good" or "very good." Twenty-five percent took a math skills course and 71% of these rated their courses as "good" or "very good"; 31% took such courses at our peer colleges and 32% at colleges in the rest of the state. Reading was taken by 10% versus 14% for graduates at peer institutions and 11% at other community colleges. Almost two-thirds rated their reading courses as "very good" or "good."

Almost two-thirds of these graduates started in a fall semester with about one-fourth beginning their college career in a spring semester and less than one-tenth beginning in a summer session.

In the 1988 survey, graduates were asked to rate the degree to which their attendance at Catonsville contributed to their personal development in several areas. About 81% indicated that their writing skills were improved. Almost two-thirds said that their appreciation of art, music, or literature was enhanced. Almost three-fourths had increased their ability to use mathematics. More than four-fifths improved their understanding

of science and technology. About three-fifths increased their attentiveness to news and world events. Almost 90% clarified their educational or career goals, and almost 90% enhanced their self-confidence. Almost three-fourths improved their reading comprehension. Over 60% increased their knowledge of other cultures and periods of history, and almost 90% increased their enjoyment of learning.

Almost 60% reported that they worked full-time at some time while attending Catonsville, a higher percentage than at our peer colleges or across the rest of the state; and 55% reported working part-time at some point during their college attendance.

Sixteen percent indicated that they had used job placement services. Almost 30% had participated in student activities, a higher rate than that at our peer institutions.

In the 1988 survey, graduates were asked to rate various characteristics and services of the College. Over 87% rated the quality of classroom instruction as "good" or "very good." Eighty percent rated class scheduling in the top two categories. Only 49% rated job placement as "good" or better. Faculty availability and helpfulness were rated as "very good" or "good" by 80%. The quality of laboratory equipment was rated "very good" or "good" by 64% whereas graduates of our peer colleges (71% rating "good" or "very good") and in the rest of the state (70%) give more high ratings. Both academic advising and student activities were rated as "good" or "very good" by 60% of the respondents. CCC ranks

comparably with our peers on overall quality.

Overall we produce graduates who are satisfied with their experience at CCC: if they could choose again, 94% would attend CCC with 78% choosing the same program again. We do well compared with our peers and with community colleges across the state.

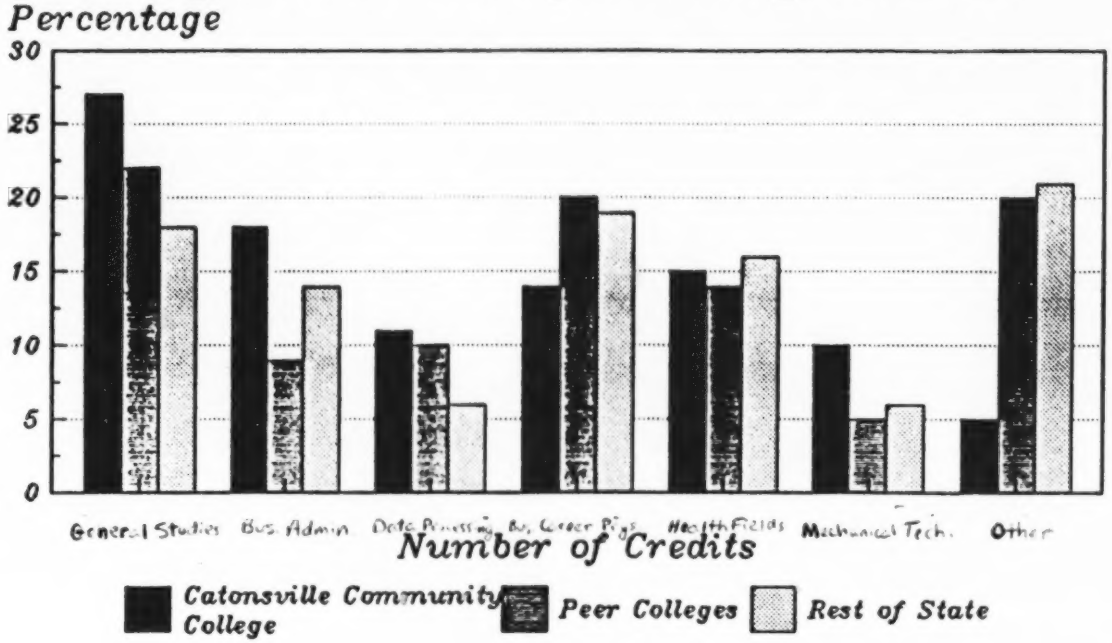
## 1988 Community College Graduates

## Demographic and Entry Data and General Opinions

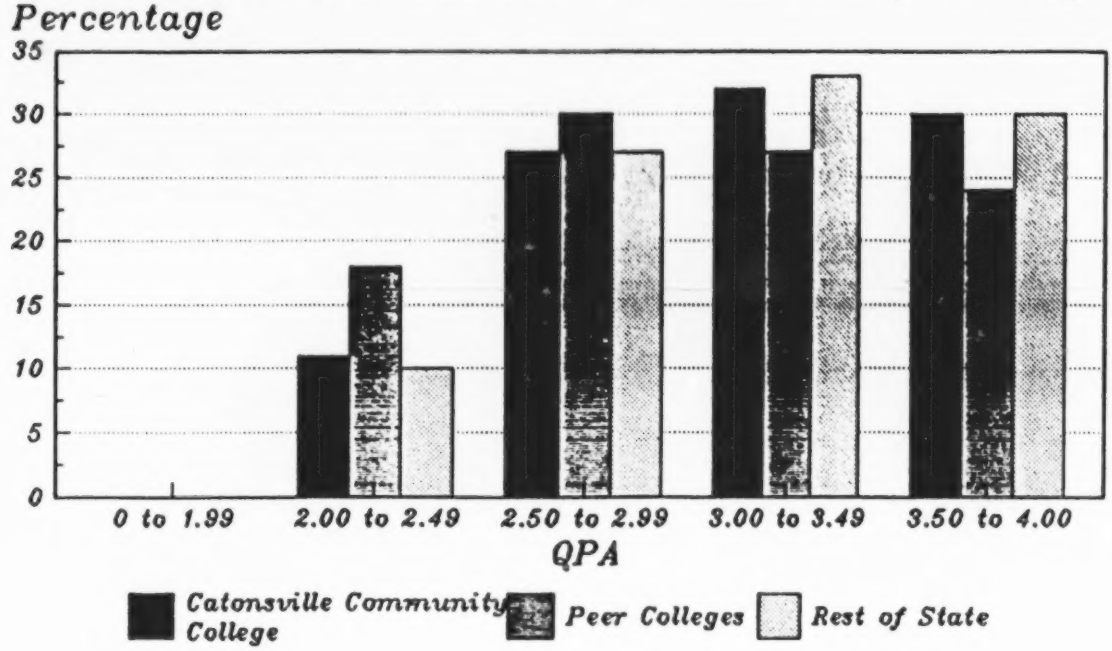
| | CCC n=312 | Similarly sized community colleges n=1764 | Rest of state n=1473 |
|---|---|---|---|
| Program | | | |
| Transfer | 48% | 43% | 44% |
| Career | 52% | 57% | 56% |
| General Studies | 27% | 22% | 18% |
| Business Administration | 18% | 9% | 14% |
| Data processing | 11% | 10% | 6% |
| Business career programs | 14% | 20% | 19% |
| Health related fields | 15% | 14% | 16% |
| Mechanical technologies | 10% | 5% | 6% |
| Degree earned | | | |
| AA | 82% | 60% | 84% |
| Certificate | 18% | 40% | 16% |
| Percent still enrolled at same community college after graduation | 11% | 5% | 12% |
| Gender | | | |
| Male | 37% | 34% | 33% |
| Female | 63% | 66% | 67% |
| Race/ethnic group | | | |
| Black | 6% | 18% | 6% |
| White | 91% | 77% | 93% |
| Native American | 2% | 0.3% | 0.1% |
| Other | 1% | 6% | 1% |
| Goal at entry | | | |
| AA degree | 64% | 80% | 73% |
| Certificate only | 22% | 9% | 14% |
| Courses only | 15% | 11% | 12% |
| Reason for attending | | | |
| Prepare for career | 26% | 21% | 27% |
| Prepare for transfer | 30% | 37% | 38% |
| Explore new field | 19% | 19% | 18% |
| Update job skills | 18% | 16% | 10% |
| Personal interest | 7% | 6% | 6% |

| | CCC | Similarly sized community colleges | Rest of state |
|---|---|---|---|
| Current work/education status | | | |
| Employed | | | |
| Full-time | 67% | 62% | 60% |
| Part-time | 21% | 23% | 22% |
| Student | | | |
| Full-time | 26% | 27% | 27% |
| Part-time | 21% | 18% | 17% |
| Active military service | 0.3% | 1% | 1% |
| FT Homemaker | 5% | 5% | 7% |
| Unemployed/seeking job | 1% | 4% | 4% |
| Retired | 0.3% | 1% | 1% |
| Primary enrollment status | | | |
| Full-time | 50% | 60% | 63% |
| Part-time | 50% | 40% | 37% |
| Would you attend CCC again? | | | |
| Yes (definitely,probably) | 94% | 91% | 92% |
| Not sure | 4% | 6% | 5% |
| No (definitely,probably) | 2% | 3% | 3% |
| Would you choose the same program again? | | | |
| Yes (definitely,probably) | 78% | 74% | 77% |
| Not sure | 12% | 14% | 12% |
| No (definitely,probably) | 10% | 12% | 11% |
| Age | | | |
| 15 to 24 | 35% | 38% | 43% |
| 25 to 29 | 20% | 19% | 15% |
| 30 to 39 | 28% | 25% | 23% |
| 40 to 49 | 12% | 14% | 15% |
| 50 to 59 | 4% | 3% | 4% |
| 60 + | 1% | 1% | 1% |
| Mean credits accumulated | 57.11 | 61.93 | 60.70 |
| Mean QPA | 3.16 | 3.04 | 3.17 |
| Mean age (1988) | 30.5 | 30.5 | 30.1 |
| Mean years since entering community college | 6.1 | 5.8 | 4.9 |

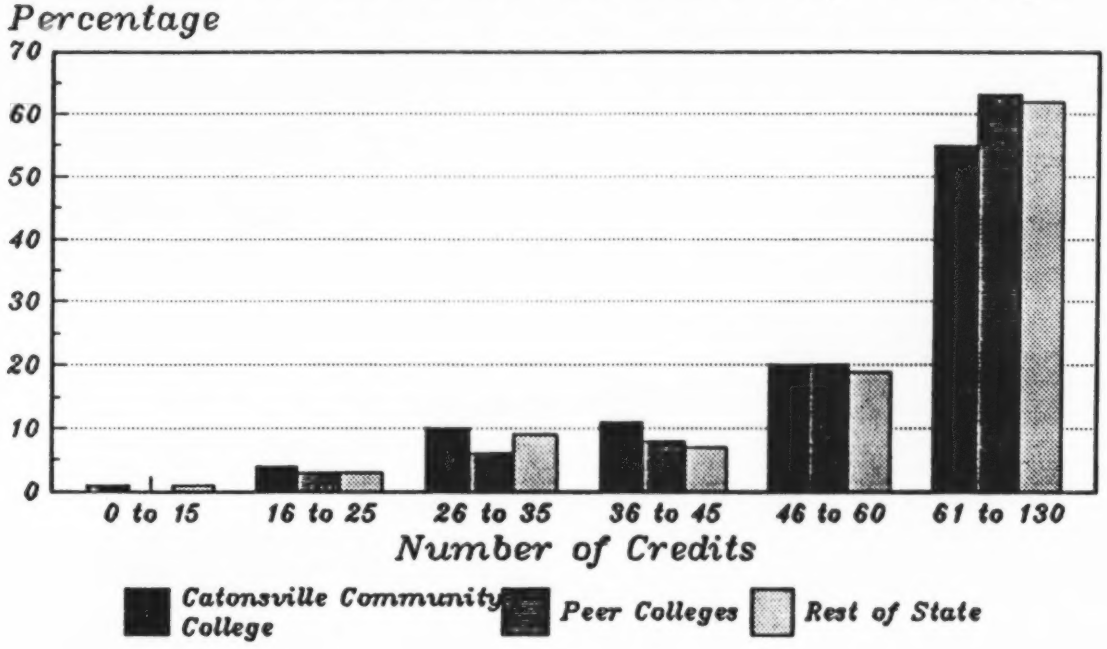
# Program of Study of Respondents



## Cumulative QPA Earned at Community College




## Credits Earned at Community College



## TRANSFER RESULTS

Over half of the graduates responding had taken courses at another college or university since attending Catonsville with 29% attending full-time and another 17% attending part-time while seeking a degree. Almost 90% went on to institutions of higher education within the state. Compared to the 1986 data, students seem to be transferring in proportionately greater numbers to UMBC, Towson, private Maryland colleges, and other Maryland community colleges and less to UMCP and the University of Baltimore. Almost 90% of those transferring intend to earn a degree. Over 80% reported that their transfer program is in the same academic field or in one somewhat related to that taken at Catonsville. Our graduates report achieving academic success at their transfer institutions with over two-thirds reporting a QPA of 3.00 or higher. Overall our graduates seem to be doing better than those from our peer institutions and from other schools across the state.

About 80% reported that they had lost 12 or fewer credits when they transferred. This percentage is similar to that of our peers and the rest of the colleges across the state. It needs to be noted, however, that the data on credits lost in transfer is questionable because included in these figures are students who took more than 60 credits, the maximum that can be transferred, and students who changed majors upon transferring. Students also misinterpret when a course transfers as an elective, rather than as a course to apply to requirements of a new major; and they sometimes report this as lost credit. Until we can get more

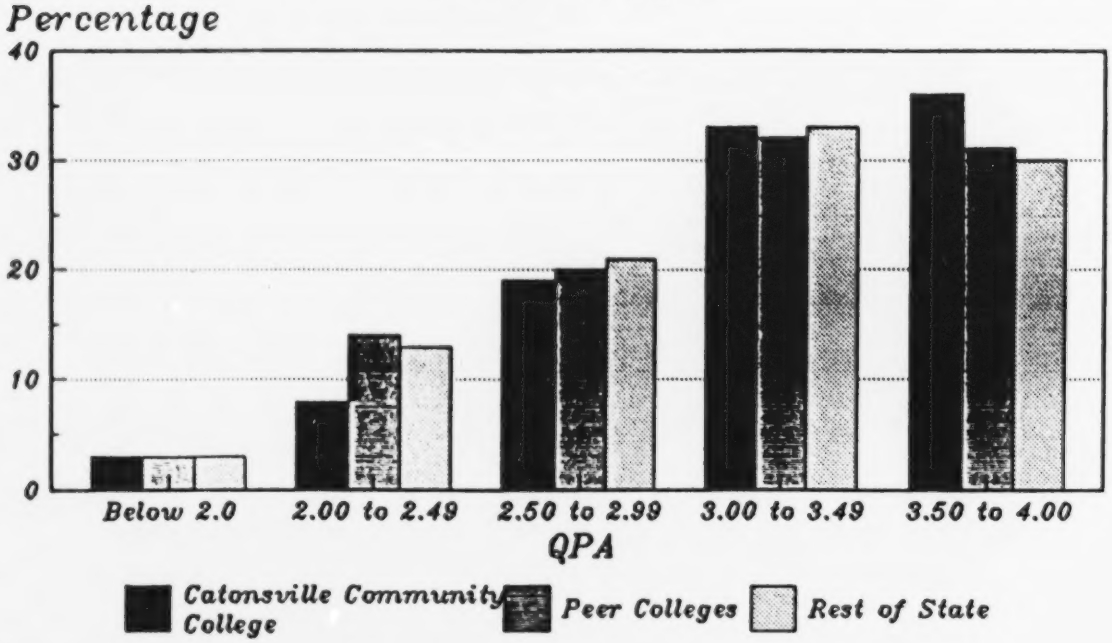
complete information directly from the receiving institution, any data about credits lost in transfer should be treated with caution.

More than three-fourths of the transferring graduates said that their preparation received here was "very good" or "good," a rate similar to that of our peers and the rest of the state.

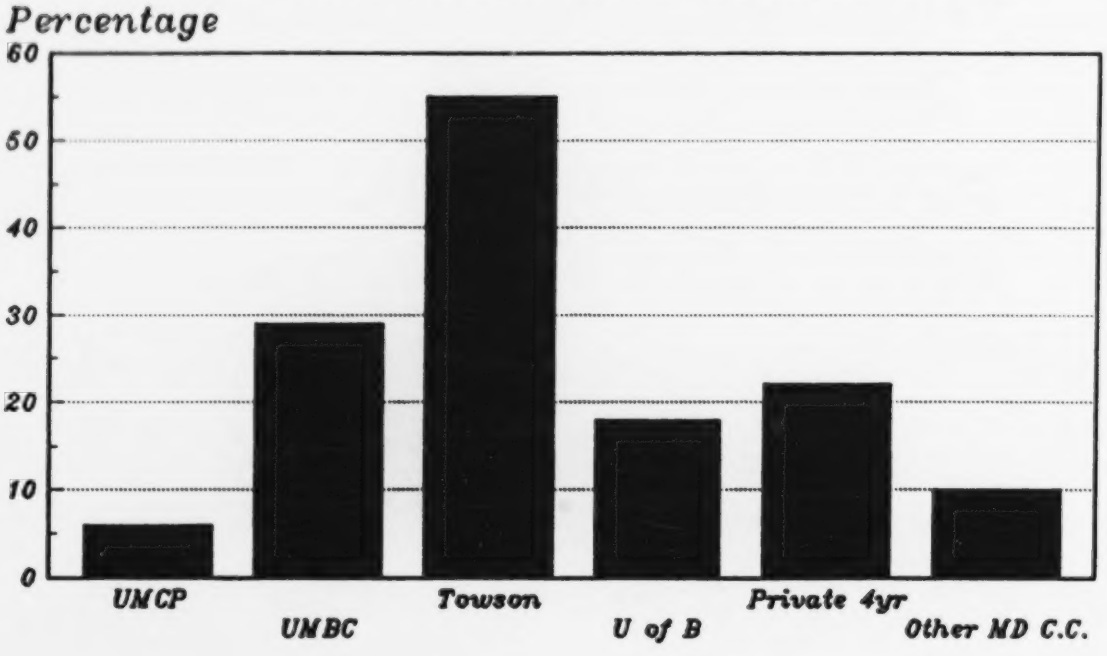
## 1988 Community College Graduates
## Transfer Data and Opinions

| | CCC | Similarly sized community colleges | Rest of state |
|---|---|---|---|
| | n=160 | n=905 | n=652 |
| Transferred | 50% | 50% | 43% |
| Transfer enrollment status | | | |
| % Full-time | 58% | 60% | 63% |
| Where transferred | | | |
| UMCP | 4% | 21% | 9% |
| UMBC | 18% | 15% | 10% |
| Towson | 34% | 14% | 16% |
| U of Baltimore | 11% | 11% | 8% |
| Private MD 4 year | 14% | 9% | 7% |
| Private nonMD 4 yr | 6% | 7% | 10% |
| Other MD cc's | 6% | 2% | 7% |
| Intent to earn degree at transfer institution | | | |
| Yes | 84% | 86% | 81% |
| No/Not sure | 16% | 14% | 19% |
| Relationship of cc major to transfer school major | | | |
| Same major | 46% | 50% | 52% |
| Somewhat related | 37% | 34% | 35% |
| In another field | 18% | 16% | 13% |
| Satisfaction with transfer preparation | | | |
| Very good, good | 76% | 82% | 82% |
| Fair | 22% | 14% | 15% |
| Poor, very poor | 2% | 4% | 2% |
| Transfer QPA | | | |
| Below 2.5 | 11% | 16% | 16% |
| 2.5 - 2.99 | 19% | 20% | 21% |
| 3.0 + | 70% | 63% | 63% |
| Mean number of credits completed at transfer college (as of Spring, 88) | 24.0 | 24.3 | 21.2 |
| Mean QPA at transfer college | 3.16 | 3.04 | 3.05 |
| Mean number of credits lost in transfer | 12.7 | 8.2 | 11.7 |

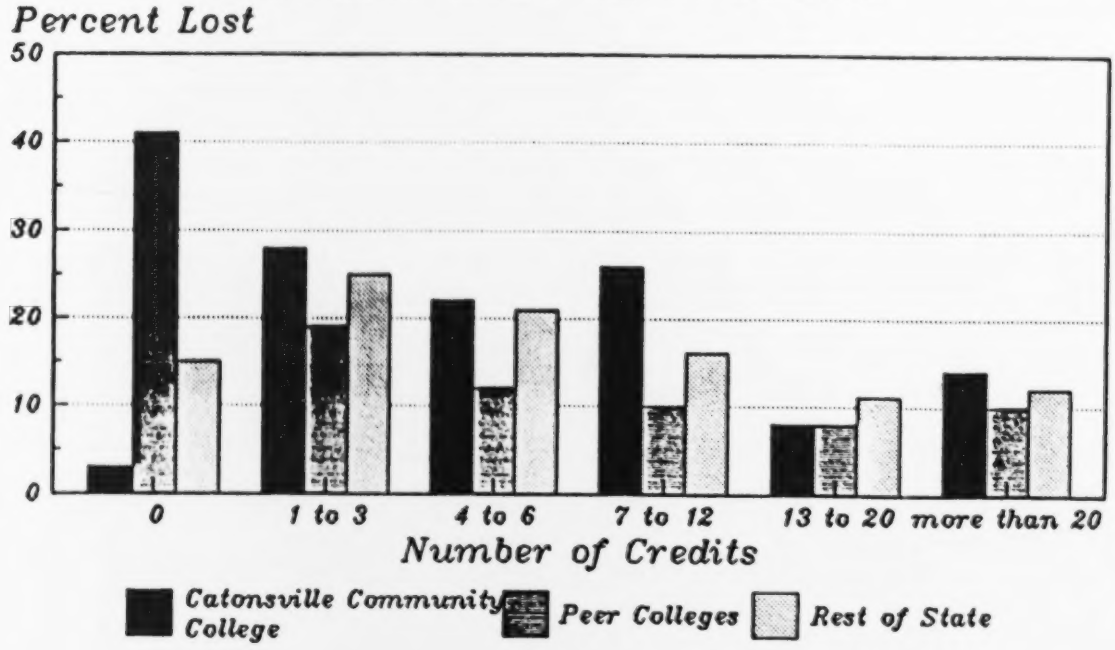
## Transfer QPA



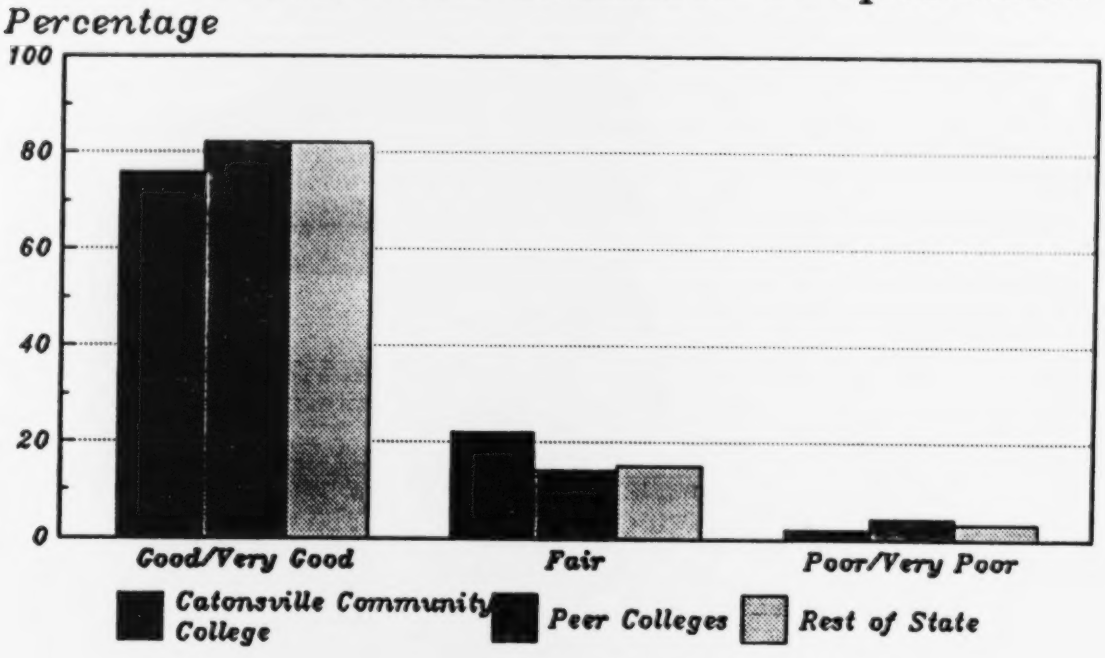

## Where CCC Graduates Transferred



## Credits Lost in Transfer




## Satisfaction With Transfer Preparation



## Employment Results

About two-thirds of the respondents reported being employed full-time within a year of graduation with another 21% reporting part-time employment. Ninety-seven percent reported working in Maryland with the majority working in the following counties:

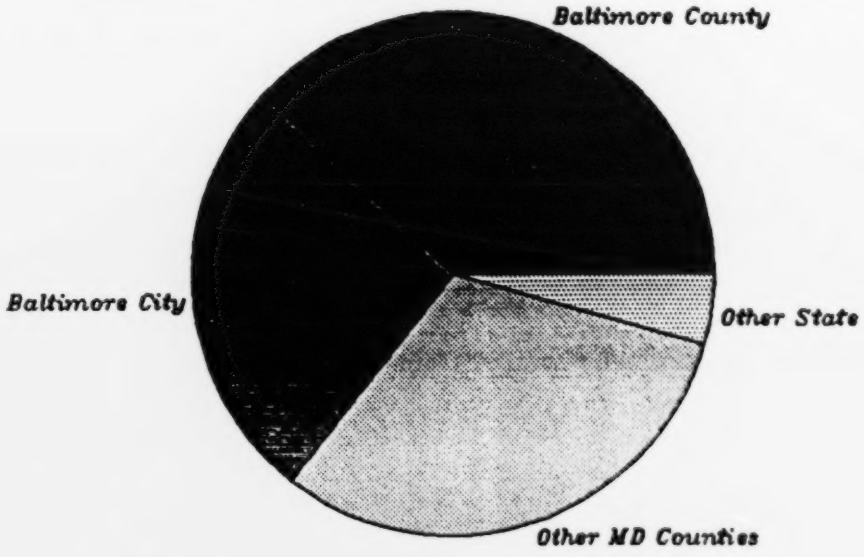
| | |
|---|---|
| Baltimore County | 38% |
| Carroll | 9% |
| Anne Arundel | 6% |
| Howard | 6% |
| Baltimore City | 27% |

More than 60% obtained their current job before or while attending CCC. CCC's graduates have fared well as evidenced by their reported salaries (n=60): an average of almost $21,000, differing from the statewide average by only $30. About one-fifth are working in jobs unrelated to their major at Catonsville, and employed graduates are slightly less satisfied with their employment preparation than their transfer counterparts.

## 1988 Community College Graduates
## Employment Data and Opinions

| | Catonsville n=266 | Similarly sized community colleges n=1452 | Rest of state n=1187 |
|---|---|---|---|
| Employed | 88% | 85% | 82% |
| Employment status | | | |
| Full-time | 67% | 62% | 60% |
| Part-time | 21% | 23% | 22% |
| When began present job | | | |
| After graduation | 37% | 40% | 43% |
| While at college | 30% | 30% | 30% |
| Before college | 33% | 30% | 27% |
| Where employed | | | |
| Same county | 38% | | |
| Other county | 31% | | |
| Baltimore City | 27% | | |
| Other | 4% | | |
| Satisfaction with employment preparation | | | |
| Very good, good | 68% | 75% | 77% |
| Fair | 28% | 21% | 19% |
| Poor, very poor | 5% | 4% | 4% |
| Relationship of program to job | | | |
| Related directly | 49% | 46% | 48% |
| Somewhat related | 30% | 31% | 30% |
| Unrelated | 22% | 24% | 22% |
| Mean salary | $20,829 | $22,424 | $18,990 |

## Where Graduates Are Employed




## Satisfaction With Employment Preparation

## GRADUATE FOLLOW-UP SURVEY
## MARYLAND COMMUNITY COLLEGES

Q. Please specify the community college course(s) that did not transfer.

ASL I-IV courses not accepted as foreign language
CIS - ELE.
Science Medical Terminology.
Life Fitness.
Life Fitness.
EXP I can't remember rest.
MATH Modules - Human Potential - Reading & Study Skills.
Microbiology (4).
RDG 101 - Reading & Study Skills.
MAN 121 Personnel Mgt - LIF 106 Life Fitness - APM 101&2 Voice I&II.
Life Fitness.
Technical Writing.
Special Education (PSY 181). This transferred but did not count toward certification in the State of Md. I had to repeat the course again, and the CCC course counted as an elective.
I'm really not sure; however, some classes such as English 102 and finite math weren't accepted because they don't feel CCC has an appropriate curriculum. I have to take them over but everything else transferred.
English 102 - Literature.
GYM - Independent Studies (Several).
EXP 101 - EXP 106
ENG 102.
Life Fitness.
Nautilus - career development
Mortuary Science Courses
Life Fitness
PMT 100's
technical writing
EXP 106 - Statistics
MAT 106 - BIO 111
A sign language class.
Business Math - Career Dev.
Life fitness - Oceanography
Reading 101
Explorations in Nature & Society - Explorations in Imagery - Adv Acctg.
Business Mathematics and Life Fitness.
Explorations
Special Education - Astronomy - EXP

CATONSVILLE COMMUNITY COLLEGE
GRADUATE FOLLOW-UP SURVEY
WHAT CHANGES COULD BE MADE TO YOUR COMMUNITY COLLEGE PROGRAM TO IMPROVE ITS SERVICES AND TO HELP STUDENTS ACHIEVE THEIR GOALS?

001 GUIDANCE WAS NOT EASILY ACCESSED FOR COURSE OR DECISION MAKING. I FELT THIS FELL SHORT COMPARED TO TOWSON. NO GROUP ACTIVITIES FOR OLDER 40-50 STUDENTS TO SHARE SPECIAL NEEDS OR PROBLEMS.

004 I WOULD LIKE TO SEE THE TEACHING SKILLS IMPROVED IN THE MATH DEPT. I BEGAN STUDYING MATH AT CCC AT THE MODULE LEVEL AND JUST COMPLETED MAT 142. WHILE THE TEACHERS WERE GENERALLY HELPFUL AND AVAILABLE, I FELT FOR THE MOST PART, THEY WERE UNABLE TO TRANSFER THEIR KNOWLEDGE TO THE CLASS. MY HUSBAND HELPED ME THROUGHOUT EACH COURSE. HE IS AN ELECTRICAL ENGINEER. WITHOUT HIS HELP, I DON'T KNOW IF I COULD HAVE COMPLETED EVEN THE MODULES.

005 EXPAND WEEKEND COLLEGE AND TV COLLEGE. EVENING CHILD CARE!

009 I FEEL THIS CHANGE WILL TAKE EFFECT WHEN THE NEW CAMPUS IN CARROLL COUNTY IS COMPLETED. I AM SURE THE PROGRAMS WILL BE EVEN BETTER AND THERE WILL PROBABLY BE MORE SELECTION OF COURSES.

011 CLASSES THAT DEAL MORE ALONG THE LINE OF LAW ENFORCEMENT, SUCH AS COURSES DEALING WITH THE CRIMINAL MIND. PREVENTIVE ENFORCEMENT.

013 OFFER COURSES BETWEEN 4:00 PM AND 5:30 PM.

014 PARKING NEEDS IMPROVEMENT.

015 1) CCC NEEDS TO HAVE A MANATORY RACE RELATIONS 101 COURSE FUNDAMENTAL TO ALL INCOMMING DEGREE SEEKING CANDIDATES SO AS TO PROMOTE HEALTHIER RACIAL INTERACTION ON TOLERANCE. 2) INCLUDE A PARALEGAL PROGRAM W/O DUNDALK.

016 PERHAPS MORE ATTENTION COULD BE GIVEN TO THE OLDER STUDENT WHO IS ATTENDING SCHOOL PRIMARELY FOR ENRICHMENT AND IS UNCERTAIN OF FUTURE GOAL. CCC HAS A LARGE NUMBER OF THESE STUDENTS, I WAS ONE OF THEM. ALTHOUGH MY TEACHERS WERE ALWAYS VERY HELPFUL, I FOUND COUNSELING COUNSELORS UNAFFECTIVE.

017 PERHAPS, A STRICTER CURRICULUM. I'VE HAD DIFFICULTY ADJUSTING TO THE JUNIORS LEVEL COURSEWORK. IT'S BEEN LIKE "CULTURE SHOCK."

019 SINCE YOUR SCHOOL HAS A LOT OF TRANSFERS TO 4 YEAR COLLEGES NEAR BY, IT WOULD BE BETTER TO GET TOGETHER WITH THOSE SCHOOLS SO AS NOT TO LOSE CREDITS OR TAKE LOWER CORE CLASS WHEN TRANSFERRING.

020 CARROLL CAMPUS - NEEDS A CAREER LIBRARY - AND SOMEONE KNOWLEDGEABLE ABOUT OPTIONS OR VARIATIONS IN VARIOUS FIELDS. CARROLL CAMPUS - NEEDS A PLACEMENT SERVICE AND DIRECTOR OF THAT SERVICE WHO CAN PROVIDE INFORMATION AS TO WHERE TO START LOOKING FOR SPECIFIC JOBS (BEYOND WHAT IS LISTED IN NEWSPAPER ADS.)
I AM CURRENTLY LOOKING FOR A FULL TIME POSITION IN INTERNATIONAL BUSINESS.

022 DO SOMETHING ABOUT PARKING PROBLEM. FIRE THE GUIDANCE COUNSELORS. THEY WERE ABSOLUTELY NO HELP AT ALL AND ADVISED ME TO TAKE COURSES I DIDN'T NEED. THANKS TO THEM I WAS 1 YEAR LATE IN GRADUATING.

024 GET THE SCHEDULING AND BILLING DEPTS. TO GET IT TOGETHER. RE-EVALUATE THE QUALITY OF CURRENT NURSING INSTRUCTION.

026 PARKING, BASIC SKILL TESTS SHOULD BE GIVEN. (ENGLISH, READING, SPELLING, AND MATH).

028 MORE PARKING COULD BE PROVIDED. MORE CAREER COUNSELING SHOULD BE PROVIDED.

031 THE PARKING SITUATION ADDED MUCH UNDO STRESS TO MY EFFORTS. SO OFTEN THAT VALUABLE TIME COULD HAVE BEEN SPENT STUDYING OR JUST RELAXING BEFORE BEGINNING THE EVENING. I WOULD ALSO LIKE TO SUGGEST ONCE AGAIN THAT A BRUSH-UP COURSE BE OFFERED FOR (PART-TIME) STUDENTS WHO RECEIVED A CERTIFICATE AND THEN WENT ON TO GET THEIR DEGREE. BY THE TIME I RECEIVED MY DEGREE IN DP, I FORGOT MUCH OF THE VALUABLE AND VITAL SKILLS I DEVELOPED WHEN I WAS STUDYING FOR MY CERTIFICATE.

032 EVERYTHING WAS FINE.

034 BETTER ADVISING.

036 HIRE ADVISORS WHO ARE KNOWLEDGEABLE IN THEIR FIELD AND WHO CARE ABOUT THE STUDENT'S PROGRESS.

038 BE MORE IN TUNE WITH THE CHANGING REQUIREMENTS OF THE 4 YEAR COLLEGE YOU ARE PREPARING STUDENTS FOR. HOLD WORKSHOPS FOR SPECIFIC 4 YEAR SCHOOLS TO TALK W/STUDENTS ABOUT TRANSFER REQUIREMENTS.

040 NONE THAT I KNOW OF -- I THINK YOU'RE DOING FINE.

042 HAVE MORE ADMN. SUPPORT FOR EVENING STUDENTS AND STAFF AND MORE PARKING.

043 THE COLLEGE IS THERE FOR THE STUDENT. I BELIEVE THE STUDENT MAKES THE COLLEGE WHATEVER HE/SHE WANTS IT TO BE. IT'S UP TO THE STUDENT WHAT THEY WANT TO MAKE OF IT.

045 1) BETTER SCHEDULING IN A CURRICULUM. COURSES THAT ARE OFFERED ONLY ONCE EACH SEMESTER SHOULD NOT BE OFFERED ON THE SAME NIGHT. 4 COURSES OFFERED ON MONDAY @ THE SAME TIME, AND NO CLASSES THE REST OF THE WEEK. 2)PERSONNEL CAPABLE AND QUALIFIED TO TEACH COURSE AS ADVERTISED. 3) COURSES IN EVERY CURRICULUM DURING SUMMER. 4) STUDENTS WHO ARE SUBJECTED TO CANCELLED CLASSES (INEVITABLY WITHOUT NOTICE) SHOULD BE ALLOWED CLOSED CLASSES IN THEIR CURRICULUM WITHOUT FURTHER HASSLE. 5) STAGGER CLASSES FOR MAXIMUM PARKING. 6) HEARING IMPAIRED INSTRUCTORS SHOULD HAVE APPROPRIATE CLASS SIZES - QUESTIONS WERE MISUNDERSTOOD AND OTHERS NEVER ANSWERED. BE FAIR TO BOTH!

046 I FELT SOME OF THE PART TIME INSTRUCTORS LACKED THE NECESSARY EDUCATIONAL BACKGROUND TO BE EFFECTIVE TEACHERS.

048 ADAPT THE TEACHER ED PROGRAM TO MAKE IT MORE IN LINE WITH THE TSU-GUR'S. ALL THE CCC TRANSFERS NEED TO MAKE UP THE DIFFERENCE WHICH COST TIME, EFFORT, AND MONEY. WE'VE ALL BEEN UNHAPPY ABOUT THIS PROBLEM!

049 NONE, YOU'RE DOING A GREAT JOB!

050 HAVE ALL COURSES TRANSFERRABLE AS THEY ARE BIO FOR BIO AND WORK SOMETHING OUT WITH UMBC TO TRANSFER PERSONNEL MNGMT THAT WAS A DOG HARD COURSE. CURRENTLY, I AM APPEALING THE DECISION.

053 MORE JOB PLACEMENT FOR MIDDLE AGE STUDENTS.

057 MORE OF WHAT WILL HAPPEN AFTER GRADUATED. JOBS. WHAT EXPERIENCE YOU REALLY NEED TO BE PREPARED.

060 KEEP COST AS LOW AS POSSIBLE. SO ALL PEOPLE WILL HAVE AN EQUAL OPPORTUNITY TO GO TO COLLEGE. PRIVATE SCHOOLS AND UNIVERSITIES ARE SOMETIMES TOO EXPENSIVE. IT'S UP TO THE COMMUNITY COLLEGE TO PROVIDE THE OPPORTUNITY FOR THE LESS FORTUNATE TO REACH THEIR GOALS.

061 PARKING IS ALWAYS A PROBLEM. AT EVERY SCHOOL.

064 TO BUILD THE BRANCH IN WESTMINSTER AND HAVE MORE COURSES AVAILABLE FOR THE STUDENTS ATTENDING THE WESTMINSTER BRANCH.

066 ONE OF THE COUNSELORS TREATED ME LIKE A CHILD WHENEVER I ENROLLED IN CLASSES. SHE TOLD ME "WHEN I GROW UP AND DECIDE WHAT I WANT TO DO". ALSO, THE NEW CAMPUS DEFINITELY NEEDED TO MAKE IT SEEM LIKE YOU ARE ATTENDING A "COLLEGE,"

067 COUNSELING AND COURSE SELECTION OF INCOMING FRESHMEN SHOULD BE MONITORED. HELP FRESHMEN GET OFF TO A BETTER START.
068 STUDENTS INTENDING TO TRANSFER TO MAJOR UNIVERSITIES SHOULD BE ENCOURAGED TO TAKE UPPER LEVEL MATH COURSES.
071 I WAS VERY PLEASED WITH CCC.
072 MORE COMMUNICATION FROM THE SCHOOL TO THE STUDENTS WOULD BE MORE EFFECTIVE IF PASSED ON THRU THE TEACHERS.
074 SCHOLARSHIPS FOR PART TIME STUDENTS (CCC) WHEN THEY MOVE ON TO A FOUR YEAR INSTITUTION AS A PART TIME STUDENT. I RECEIVED INACCURATE ACADEMIC COUNSELING. ADDITIONALLY THE COUNSELOR APPEARED NOT TO REALLY WANT TO TAKE THE TIME TO HELP OR LISTEN TO ME.
075 OFFER MORE OF THE COURSES NEEDED FOR A DEGREE AT NIGHT. HAVE ONE LARGE SUMMER SESSION.
076 THE ADMINISTRATION HAS TO PAY CLOSER ATTENTION TO THE STUDENT EVALUATIONS. IF THE STUDENTS OVERALL DO NOT LIKE A TEACHER, THE ADMINISTRATION SHOULD INVESTIGATE AND ASK THE STUDENTS WHY, AND THEN ACT UPON THIS. THE COLLEGE IS FOR THE STUDENTS.
077 MY LAST SEMESTER AT CCC I TOOK ACHIEVING ACADEMIC SUCCESS AND CHOOSING A CAREER AS A LIFE PROCESS. I ONLY WISH I WOULD HAVE TAKEN BOTH OF THESE COURSES MY 1ST SEMESTER INSTEAD. I FEEL OUT OF ALL OF THE COURSES TAKEN, THESE WERE MOST BENEFICIAL. (PLEASE INCLUDE SPE 101 WITH THE OTHER 2 I LIKED)
078 NOW THAT I AM WORKING FULL TIME, I DON'T HAVE THE TIME TO FINISH THE COURSES I NEED FOR MY DEGREE. WOULD LIKE TO SEE MORE CLASSES HELD IN THE EARLY EVENINGS AND DURING SUMMER VACATIONS. ALSO, CLASSES THAT ARE HELD ONCE A WEEK, INSTRUCTORS TRY TO FIT IN TOO MUCH WORK & STUDY.
079 JUST IMPROVE ON THE GOOD SERVICE YOU ARE PROVIDING NOW.
080 IF THERE IS A PROFESSIONAL ORGANIZATION THAT OFFERS A CERTIFICATION INCLUDE IT WITH THE COLLEGE CERTIFICATE UPON GRADUATION.
082 TELL RICHARD GREENE THAT INTRO TO DRAFTING IS AN INTRODUCTION COURSE AND NOT A CLASS THAT REQUIRES PREVIOUS EXPERIENCE. HE SHOULD READ THE COURSE CATALOG. THIS COURSE EXPECTED TOO MUCH FROM THE STUDENTS JUST STARTING.
083 HIGH-RISE PARKING COMPLEXES IN PLACE OF EACH LOT NEAR BUILDING D-G!
084 STUDENTS SHOULD BE ENCOURAGED TO TAKE BASIC CLASSES THE FIRST AND SECOND SEMESTERS OR UNTIL THEY DECIDE WHAT THEY REALLY WANT TO DO SO THEY DON'T WASTE ANY ELECTIVES OR UNNECESSARY CLASSES.
085 SEVERAL COURSES I CONSIDERED TAKING WERE OFFERED ON "MAIN CAMPUS" ONLY. I'M SURE THIS HAS BEEN LOOKED INTO AND REMEDIED SINCE 1987.
086 SCHEDULE CLASSES SO THAT STUDENTS COULD TAKE 2 CLASSES IN ONE EVENING BY STARTING A LITTLE EARLIER AND/OR GOING LATE; RATHER THAN HAVING TO ATTEND 2 NIGHTS A WEEK FOR 2 CLASSES.
090 MORE COMFORTABLE CLASS ROOM FACILITIES - DESKS, CHAIRS, ETC.
091 SOME TEACHERS WERE NOT UNDERSTANDING OR FLEXIBLE WITH FULL-TIME EMPLOYMENT SCHEDULES OF EVENING STUDENTS.
092 UPDATE EQUIPMENT, BETTER LIGHTING ON PARKING LOTS.
093 MORE WEEKEND CLASSES.
097 BETTER JOB PLACEMENT FOR STUDENTS WHO ARE ALREADY EMPLOYED AND WANT TO PURSUE THEIR CAREER AT A HIGHER SALARY. YOUR PLACEMENT COUNSELORS ARE GREAT FOR THE YOUNG PERSON JUST ENTERING THE JOB MARKET.
098 OFFER MORE PROGRAMS IN HUNT VALLEY.
100 THE TESTS FOR THE TV COURSE, I.E., INTRO TO BUSINESS AND MGMT. THE TESTS ASKED IRRELEVANT MUNDANE QUESTIONS ABOUT THE PEOPLE IN THE VIDEO (E.G., WHAT DID JOHN DOE SAY ABOUT HIS COMPANY?) I DIDN'T FEEL THESE QUESTIONS TESTED YOUR KNOWLEDGE OF SUBJECT MATTER. CATONSVILLE SHOULD DEVELOP THEIR OWN TESTS - NOT PURCHASE THE TESTS THAT COME W/VIDEOS.

101 EXPAND FACILITIES IN CARROLL COUNTY AND OFFER MORE CLASSES. CONTROL TUITION COSTS.

102 PLACE STUDENTS IN CLASSES ACCORDING TO THEIR WORK EXPERIENCE. FOR INSTANCE STUDENTS WHO LACK COMPUTER EXPERIENCE SHOULD NOT BE PLACED IN CLASSES WITH THOSE WHO HAVE EXPERIENCE, BECAUSE IT KEEPS INEXPERIENCED STUDENTS FROM LEARNING AS WELL AS THEY MIGHT.

104 BETTER SCHEDULING OF EVENING CLASSES TO SUIT THE NEEDS OF THOSE STUDENTS WORKING FULL TIME.

107 MY EXPERIENCES AT CCC WERE ALL POSITIVE AND I CAN'T THINK OF ANY PROGRAM THAT WOULD IMPROVE ITS SERVICES.

109 MORE NURSING COURSES IN CARROLL COUNTY.

110 A MORE INTENSIVE, SUPPORTIVE GUIDANCE PROGRAM. I FELT, AS A "MATURE" RETURNING STUDENT, A LACK OF UNDERSTANDING OF MY NEEDS, FEARS, AND SERIOUS COMMITMENT. FLOUNDERING STUDENTS SHOULD BE SOUGHT OUT AND "HAND HELD" FOR TWO OR THREE SEMESTERS. CLASSROOM PARTICIPATION SHOULD BE REQUIRED OF ALL STUDENTS (USE OF NAMES ON INDEX CARDS WORKS WELL) TO BUILD CONFIDENCE AND GET THEM USED TO EXPRESSING THEMSELVES. THIS IS AN AGE OF COMMUNICATION. ENGLISH SKILLS, WITH EMPHASIS ON BASIC SPELLING AND PUNCTUATION, SHOULD BE THE PRIMARY GOALS. TEACHING STUDENTS TO PACE THEMSELVES IS ALSO IMPORTANT.

111 1) DO NOT OFFER CERTIFICATE IN COMPUTER PROGRAMMING BECAUSE DOES NOT ENABLE A PERSON TO ENTER COMPUTER JOB MARKET. 2) OUT OF 29 CREDITS I ONLY HAD 3 GOOD TEACHERS. THE REST WERE POOR. YOU SHOULD HAVE PAID ME MONEY TO ATTEND YOUR COLLEGE.

116 JOB PLACEMENT (ALTHOUGH THE PEOPLE WERE HELPFUL - THERE REALLY WEREN'T MANY JOBS TO CHOOSE FROM - BUT MAYBE THAT'S JUST TYPICAL OF FIELD I CHOSE-). MAKE PARKING MORE ACCESSABLE AND I'VE SPENT 20 MINUTES DRIVING AROUND AND BEEN LATE FOR CLASS BECAUSE OF IT. BASICALLY, YOU'RE DOING A GREAT JOB.

117 IMPROVE ADVISEMENT TO THE OLDER STUDENT RETURNING TO COLLEGE OR ADVANCING CURRENT JOB. TAKING INTO CONSIDERATION PREVIOUS LIFE EXPERIENCES AND LEARNED SKILLS.

118 THE TEACHER EDUCATION PROGRAM STINKS. THE ONLY CLASSES HELPFUL IN THIS PROGRAM WERE THE MATH 121-122 AND THE SCIENCE.

119 UPGRADE THE ENGLISH 102 PROGRAM SO STUDENTS THAT TRANSFER WON'T HAVE TO TAKE IT OVER.

121 PART-TIME STUDENTS NEED TO BE INFORMED AS TO WHAT COUNSELING AND PLACEMENT IS AVAILABLE FOR THEM.

122 RID YOURSELF OF THE EXP COURSES. SOME INSTRUCTORS ARE TEACHING AS THOUGH ALL WERE MATH MAJORS OR SCIENCE MAJORS RATHER THAN AS AN OVERVIEW. THE IDEA WAS GOOD BUT SOME INSTRUCTORS WERE POOR CHOICES FOR THESE COURSES.

123 1) OFFER MORE TV COURSES. 2) OFFER MORE CLASSES AT LIBERTY HIGH SCHOOL 3) ADJUST TUITION FEES BY PROXIMITY TO SCHOOL BRANCH AND NOT BY COUNTY.

126 ADD MORE PARKING AND SCREEN YOUR SECURITY GUARDS BETTER.

127 THE NURSING PROGRAM NEEDS TO BE UP GRADED.

129 NONE - I HAD A WONDERFUL EXPERIENCE.

130 A USED BOOK AREA IS NEEDED AT CARROLL CAMPUS. I'M SURE MANY CHANGES WILL TAKE PLACE WITH NEW CAMPUS. MORE HEALTH CARE PROGRAMS IN ADDITION TO NURSING WOULD BE NICE - GREAT FUTURE FOR NEW GRADUATES, LIKE RADIOLOGY TECHS AND OCCUPATIONAL, PHYSICAL AND RESPORATORY THERAPY PROGRAMS.

131 BECOME MORE OF A FEEDER SCHOOL TO THE UNIVERISTY OF MARYLAND.

133 OFFER MORE PROGRAMS AT CARROLL CAMPUS (SOME CLASSES ARE ONLY HELD AT MAIN CAMPUS).

135 I OFTEN FOUND THAT IT WAS IMPOSSIBLE TO SEE A GUIDANCE COUNSELOR IN THE EVENING. IT WAS SUGGESTED THAT I TAKE TIME OFF FROM WORK FOR AN APPOINTMENT. HOWEVER, MY JOB WAS PAYING MY TUITION.

136 THE ONLY CHANGE THAT COMES TO MIND IS AN IMPROVEMENT TO THE REGISTRATION PROCESS.

137 IF THERE IS NO PLACE TO PARK, IT MAKES SCHOOL A PAIN. IF YOU CAN'T PROVIDE PARKING THEN YOU SHOULD NOT ENROLL AS MANY STUDENTS. MORE FACULTY PARKING SHOULD BE OPEN FOR STUDENTS IN THE EVENING. STUDENTS ARE PAYING CUSTOMERS, LET THE FACULTY TRY AND FIGHT FOR SPACE LIKE WE HAD TO. THE QUALITY LEVEL OF SOME PART TIME INSTRUCTORS I HAD WAS VERY POOR. I COULD HAVE TAUGHT COURSES BETTER THAN SOME OF MY INSTRUCTORS. PROGRAMS LIKE DATA PROCESSING NEED MORE REAL BUSINESS WORLD APPLICATION. THE NEW JCL AND COMMUNICATING CLASSES SHOULD BE REQUIREMENTS INSTEAD OF CONTEMPORARY DEVELOPMENT IN DP. DATA PROCESSING STUDENTS NEED TECHNICAL KNOWLEDGE NOT THEORY CLASSES. YOU CAN OBTAIN CURRENT DEVELOPMENT AT YOUR PLACES OF EMPLOYMENT YOU WASTED MY TIME AND MONEY MAKING COMTEMPARY DEV. A REQUIREMENT FOR AN AA DEGREE.

138 KEEPING UP WITH THE CURRENT TRENDS IN TECHNOLOGY AND HAVING AN INSTRUCTOR THAT CAN RELATE THESE TOPICS TO THE STUDENTS IN A CLEAR AND MEANINGFUL FASHION.

141 CONCENTRATE ON JOB PLACEMENT SERVICES FOR ALL CURRICULUMS.

142 THE COLLEGE SHOULD HAVE SOME TYPE OF TASK FORCE SET-UP IN CASE WHEN CERTAIN CLASSES SEEM TO BE A PROBLEM TO FILL THEY CAN STILL BE AVAILABLE TO THE FEW STUDENTS WHO ENROLL AND NEED THEM AS A GRADUATION REQUIREMENT AND ENRICHMENT TO PREPARE FOR A CAREER. THIS WAY THEY WON'T HAVE TO WAIT SEMESTER AFTER SEMESTER TO TAKE THE COURSE AND SOMETIMES NEVER GET TO COMPLETE IT DUE TO NUMEROUS CANCELLATIONS. ADMINISTRATION NEEDS TO ALSO STOP KICKING UP THEIR HEELS AND "PASSING THE BUCK" WHEN THE PROBLEM ARISES.

143 I ATTENDED AS SENIOR CITIZEN FOR THE LAST COUPLE OF YEARS, TUITION-FREE. SOME CHARGE SHOULD BE MADE FOR ALL STUDENTS TO DEFRAY OVERHEAD, OR THE YOUNG END UP PAYING THE WHOLE BILL AND THEY CAN LEAST AFFORD IT. BUS TRANSPORTATION, ESPECIALLY AT NIGHT, IS NEARLY NON-EXISTENT AND KEEPS ME FROM ATTENDING.

144 IMPROVED TEACHING SKILLS OF FACULTY.

145 NEVER HAVE DAY INSTRUCTORS TEACH NIGHT STUDENTS, NIGHT STUDENTS HAVE DIFFERENT NEEDS AND DON'T HAVE THE TIME TO PUT UP WITH THE ATTITUDES OF DAY TIME INSTRUCTORS.

146 HANDICAPPED SERVICE.

147 I BELIEVE INSTRUCTORS AT CCC TREATED STUDENTS AS IF THEY WERE STILL IN HIGH SCHOOL. OTHER COLLEGES I HAVE ATTENDED DO NOT DO THIS AND AND I THINK CCC WOULD BE A BETTER PLACE TO LEARN IF IT TREATED THEIR STUDENTS LIKE ADULTS AND MAYBE THEN STUDENTS WOULD ACT LIKE ADULTS.

149 OFFER CERTAIN CLASSES MORE OFTEN AND FIND OUT STUDENTS' NEEDS FOR CERTAIN SPECIALIZED CLASSES IN THEIR FIELD OF STUDY. FOR CLASS SCHEDULING.

153 BETTER/IMPROVED ACADEMIC ADVISING.

155 COUNSELORS NEED TO BE MORE ALERT. SEVERAL OF MY CLASSMATES WERE NOT INFORMED OR UPDATED ON GRADUATION REQUIREMENTS (SOME HAD CREDIT TRANSFERS) UNTIL GRADUATION APPLICATIONS WERE SUBMITTED.

156 NURSING PROGRAM NEEDS TO LISTEN TO THE STUDENTS' NEEDS ESPECIALLY WITH REGARD TO SCHEDULING AROUND FAMILY & CHILD CARE NEEDS. CLINICAL COURSES WITH START TIMES OF 7AM MAKE IT EXTREMELY DIFFICULT TO ARRANGE CHILD CARE, EVEN THE COLLEGE DAY CARE ISN'T AVAILABLE TO STUDENTS AT THAT HOUR.

157 WEED OUT ALL TEACHERS WHICH HAVE HAD NUMEROUS COMPLAINTS FILED AGAINST THEM. ALSO, GO BACK TO HAVING STUDENTS PICK THEIR OWN HUMANITIES COURSES. I HATED EXP 101 & 102 BECAUSE MY MAJOR WAS ART IN HIGH SCHOOL AND I WAS LOOKING FORWARD IN TAKING COLLEGE ART COURSES. I WAS VERY DISAPPOINTED WHEN THEY CHANGED THIS THE SEMESTER I ENROLLED.

158 IN COMPARISON TO COURSES AT THE U OF MD. COURSES AT CCC SEEMED MUCH EASIER. I WOULD SUGGEST: MAKING COURSES MORE CHALLENGING, REQUIRING MORE WRITTEN WORK (E.G., TERMPAPERS) AND A WIDER RANGE OF NATURAL, PHYSICAL, LIFE SCIENCE COURSES.

159 KEEP BETTER CONTACT WITH THE TRANSFER COLLEGES ABOUT COURSES TO TAKE AND WHAT COURSES WON'T TRANSFER. ALL OF MY COURSES TRANSFERRED BUT SOME BUSINESS COURSES HAD TO BE REPEATED AT THE UPPER LEVEL OF THE TRANSFER COLLEGE.

163 I'D HAVE TO SUGGEST THAT ADVISEMENT SURVEYS COULD BE IMPROVED BY REQUIRING A SEMESTER MEETING WITH ADVISOR. IN MY TWO YEARS AT CCC I NEVER WENT TO AN ADVISOR SIMPLY BECAUSE I WAS NEVER INFORMED OF ITS SERVICES.

164 FOUR YEAR PROGRAM.

165 HAVE A DEGREE WITH MORE OF AN EMPHASIS ON HISTORY. BETTER PARKING (HA. HA.).

169 TO ENSURE THAT ALL FACULTY ADVISORS BELIEVE IN THE PROGRAMS THEY ARE ADVISIING AND THAT ALL ADVISORS BELIEVE IN A 2-YEAR PROGRAM AS AN OPPORTUNITY FOR A CHANCE IN LIFE.

168 ALL COLLEGES SHOULD HAVE (3 TO 4 DAYS) SEMINARS TO HELP STUDENTS UNDERSTAND WHAT THEIR JOBS MIGHT BE LIKE. ALSO PROFESSIONAL SEMINARS THAT I HAVE ATTENDED HAVE BEEN MUCH MORE HELPFUL THAN SOME FULL SEMESTER COURSES. COLLEGES NEED TO LOOK AT THE REAL WORKING WORLD MORE OFTEN.

170 I WOULD HAVE BETTER ACADEMIC ADVISERS AND UPGRADE THE STANDARDS OF THE COLLEGE TO GRADUATE TRANSFER STUDENTS!

173 MORE PARKING!!(CLOSER TO CAMPUS)

174 STRENGTHEN THE ALUMNI AND KEEPING THE TUITION RATES AS REASONABLE AS THEY ARE, IF POSSIBLE.

175 SOME TEACHERS DIDN'T SEEM TO BE QUALIFIED.

176 -BETTER DATA PROCESSING EQUIPMENT.
-CURRENT TIME, NEED MORE PC COURSES AND COMPUTER OPERATING SKILLS COURSES ( EXAMPLE - PHASE IV, PC TROUBLESHOOTING, PC MAINTENANCE).

177 ALL THAT IS IMPORTANT TO THE COLLEGE IS MONEY, I FELT WHEN I GRADUATED THE COLLEGE BILLED ME FOR EQUIPMENT I DIDN'T HAVE. (UNIFORMS). THEY TOLD ME I COULDN'T GRADUATE IF I DIDN'T PAY AND THAT SOUNDS LIKE BUYING A DIPLOMA AFTER I WORKED FOR IT, AND THAT STINKS..

178 PROVIDE SHUTTLE SERVICE FOR EVENING STUDENTS WHO PARK A GOOD DISTANCE FROM CLASS.

179 I THINK THE COLLEGE DOES A GOOD JOB. THE GOAL SHOULD BE TO CONTINUE TO KEEP PACE WITH ACADEMIC NEEDS.

180 BETTER PREPARATION FOR TRANSFER TO FOUR-YEAR INSTITUTIONS.

183 INCREASE YOUR TECHNICAL PROGRAMS IN CARROLL COUNTY.

184 DON'T CHANGE ANYTHING - I HAVE RECOMMENDED CCC TO NUMEROUS PEOPLE ASKING ME ADVICE ON EDUCATION. KEEP UP THE GOOD WORK!

185 1)MORE FLEXIBILITY IN ELECTING A COURSE FROM A GROUP, AS OPPOSED TO NON-ELECTIVE. MANDATORY COURSES, WHICH OFTEN HAVE POOR INSTRUCTORS AND SOMETIMES ARE SHORT OF MONEY 2) ANNOUNCING INSTRUCTOR BEFORE REGISTRATION PROCESS NOT AFTER BEGINNING OF SEMESTER.

187 MAKE MORE DAY CLASSES AVAILABLE FOR EVENING SESSIONS. FOUND I HAD TO PICK COURSES OF NON-INTEREST TO KEEP ON SCHEDULE AND TO FILL VOIDS FOR OPTIONS THAT WERE NOT AVAILABLE TO ME.

188 WHILE I ATTENDED THE COLLEGE, I REALLY DIDN'T KNOW ABOUT THE SERVICES THE COLLEGE OFFERED. MAYBE THERE COULD BE MORE ADVERTISING OR SOMETHING.

191 IN THE MATH DEPT THE MATH MODULES COULD BE SPACED IN 2 MODULES OVER THE SEMESTER INSTEAD OF 3 MODULES. TWO IS OK IF YOU NEED JUST A REFRESHER COURSE BUT IF YOU HAVEN'T HAD THE MATH BEFORE, YOU CANNOT LEARN IT IN 5 WEEKS. ALSO, PUT SUBSTITUTE TEACHERS IN THE CLASS WHEN REGULAR TEACHERS ARE ABSENT.

192 BETTER TRANSFER PROGRAMS - MORE INFORMED.
197 DIFFERENT PROGRAMS AND DEGREES PARTICULARLY EMERGENCY HEALTH SERVICES.
198 BETTER SELECTION OF EVENING CLASSES.
203 HAVE THE TEACHERS TREAT STUDENTS LIKE THEY'RE IN COLLEGE AND NOT IN HIGH SCHOOL. THIS IS A MAJOR PROBLEM NOT ALLOWING STUDENTS TO TAKE RESPONSIBILITY.
204 THERE COULD BE THE WEEDING OUT OF ECCENTRIC AND PATHETIC INSTRUCTOR S THAT ARE OF NO BENEFIT TO A STUDENTS EDUCATION.
THANK YOU! IT WAS A GREAT EDUCATIONAL EXPERIENCE.
205 REQUIRE ACADEMIC ADVISING.
206 PARKING & SCHEDULING. TOO MANY PEOPLE COMING AND GOING AT 5:30 AND 7'ISH. STAGGERING THE TIMES OF CLASSES MIGHT HELP. ALSO, 5:30 CLASSES ARE TAUGHT TO GET TO ON TIME FOR WORKING PEOPLE.
208 MY ONLY PROBLEMS RELATED TO GETTING TUITION BILLS PAID. I TRIED SEVERAL TIMES TO PAY BE CREDIT CARD ONLY TO FIND THAT MY ACCOUNT WAS NOT PROPERLY CREDITED. I OFTEN HAD TO REPEAT PAYMENT BY CHECK AND LATER APPLY FOR A REFUND OF THE AMOUNT OVERPAID. THIS OCCURRED IN SPITE OF THE FACT THAT I ALWAYS REGISTERED EARLY, AND PAID EARLY.
210 BELIEVING IN THE TEACHER EVALUATIONS. UPON MY ENROLLMENT IN THE FOUR YEAR COLLEGE THE TEACHER EVALUATIONS ARE TAKEN SERIOUSLY AND INADEQUATE OR UNFAIR TEACHERS ARE DEALT WITH, AND AT THE SAME TIME KEEPING QUALITY INSTRUCTORS. THERE IS CONSTANT INPUT FROM STUDENTS EACH SEMESTER AS TO TEACHERS, AND AS WELL AS WHAT WE PREFER IN THE VENDING MACHINES.
211 CONTINUE TO CARE FOR STUDENTS AS HUMAN BEINGS.
212 GET MORE PARKING!!!
216 PARKING, PARKING, PARKING, PARKING.
217 THERE ARE NO CHANGES NECESSARY.
218 MORE OPPORTUNITIES FOR NURSING STUDENTS TO GO TO STUDENT ACTIVITIES.
219 MORE MODERN PROGRAMMING LANGUAGES SHOULD BE ADDED TO THOSE TAUGHT AT CCC.
220 ACCOUNTING I CLASS FOR NON-MAJORS!
221 THE JOB PLACEMENT SERVICE COULD BE IMPROVED. ALSO, I REALLY WANTED TO TAKE HISTORY AND POLITICAL SCIENCE COURSES, BUT THEY EITHER CANCELLED OR WERE UNAVAILABLE.
222 SOME CLASSES ARE HELD ONLY DURING THE DAY. MORE CLASSES IN THE EVENING OR WORKING STUDENTS WHO ATTEND WITHOUT MISSING WORK.
224 I THINK CCC NEEDS TO BETTER PREPARE STUDENTS AT DEALING WITH FULL-TIME PROFESSORS AT LARGER UNIVERSITIES WHO, IN MY OPINION, SIMPLY DO NOT CARE WHETHER YOU SUCCEED OR NOT. THE INSTRUCTORS I HAD (CARROLL CC 1981-1987) WERE EXCELLENT AND SINCERELY CONCERNED ABOUT STUDENTS SUCCESS. THEY WERE POSSIBLY JUST A LITTLE "TOO EASY" ON US. IT WAS QUITE A SHOCK WHEN CONFRONTED WITH A COLD AND INSENSITIVE LARGER UNIVERSITY (LIKE UMBC).
225 WHEN I FIRST STARTED MY EDUCATION AT CCC THE AVIATION FIELD WAS HANDLED BY MR. MCMURRY (I BELIEVE). THIS FIELD IS WHAT I WANTED TO TRAIN IN, BUT VARIOUS COURSES WERE NOT AVAILABLE AFTER SOME TIME. WITH THE AIRPORT BEING IN THIS AREA THE LOCAL PEOPLE & CCC COULD BOTH BENEFIT BY HAVING A REGULAR AVIATION PROGRAM. I.E., MANAGEMENT OF THE AIRPORT, AIRLINE MGR., MTNC MGR., TO PREPARE FOR A 4 YR COLLEGE.
226 I DON'T THINK YOU HAVE TO CHANGE ANYTHING. IF CCC STAFF DOES TO EVERY STUDENT WHAT THEY DID FOR ME, EVERY STUDENT WILL BE A WINNER.
230 OFFER MORE COURSES THAT WILL PREPARE YOU (STUDENT) FOR THE WORK WORLD.
231 ELIMINATE CERTAIN COURSES - EXP101 AND EXP106 WERE NOT VERY MEANINGFUL - REPLACE WITH REQUIREMENTS RELATED TO AA DEGREE DESIRED.
233 STRICT ENFORCEMENT OF PREREQUISITES AND PREPARATORY TRAINING FOR COLLEGE LEVEL WORK.

238 EASIER PROCESS IN REGISTRATION.
239 COMPLETE AND TOTAL RESTRUCTURING OF THE TRANSFER AND RECORDS OFFICE...
241 DEFINITELY IMPROVE THE PARKING, STUDENT BOOK EXCHANGE/SAL, ITEM #2, I FEEL, IS ONE WHICH REQUIRES SERIOUS IMPROVEMENT.
242 SOME HIGHER LEVEL ELECTRONICS COURSES WOULD BE NICE. COMPLEX CIRCUITS LIKE A/D AND D/A CONVERTERS AND ACTIVE FILTERS ARE NOT EXPLORED. KNOWLEDGE OF THESE CIRCUITS IS IMPORTANT IN THE COMMERCIAL AND MILITARY INDUSTRIES.
243 A BETTER TUTORING SERVICE FOR NIGHT STUDENTS. THE SERVICES PROVIDED ARE INSUFFICIENT.
244 BETTER CLASSROOMS, BOOKSTORE, LIBRARY. I REALIZE THE NEW SCHOOL IS BEING BUILT. THIS WILL CERTAINLY BE A WELCOME CHANGE.
246 KEEP MORE ABREAST W/ THE BUSINESS COMMUNITY AS TO WHAT THE BUSINESS WORLD NEEDS AND WANTS FROM STUDENTS. MORE CO-OP OR WORK STUDY PROGRAMS. EXPERIENCE IS A REAL PLUS WHEN IT COMES TO GETTING A JOB IN YOUR DESIRED FIELD.
247 FIND SOMEONE WHO WILL HELP AND ASSIST STUDENTS ESPECIALLY IN THE EMBALMING COURSES AND ANATOMY, NOT JUST LECTURE AND MEMORIZE. DR. JEFFREY HAS THIS SPECIAL GIFT OF TEACHING.
248 ARDELL TERRY IS THE HEAD OF MY PATRICULAR CURRICULUM AND I BELIEVE THAT SHE STRIVES TO MAKE THAT PROGRAM THE VERY BEST IT CAN POSSIBLY BE. I WAS VERY PLEASED WITH ARDELL, THE PROGRAM AND THE REST OF THE STAFF.
249 IT'S JUST FINE THE WAY IT IS.
254 THERE WERE FEW INSTRUCTORS THAT WERE NOT WORTHY OF TEACHING. MORE EQUIPMENT FOR ELECTIVE LABS. ALL NECESSARY COURSES NEEDED FOR PROGRAMS, SHOULD BE OFFERED AT LEAST ONCE A YEAR.
256 HOME NURSING CLASSES AT THE CARROLL COUNTY BRANCH THROUGHOUT THE PROGRAM NOT JUST FOR BASIC NURSING. I FOUND THIS VERY DIFFICULT DON'T ALLOW TEACHERS TO INTIMIDATE STUDENTS I.E., PSYCH TEACHERS WHO HAVE BEEN REPORTED NUMEROUS TIMES FOR THE SAME OFFENSE. VERY DEGRADING TO THE SCHOOL.
257 I WOULD LIKE TO SEE CATONSVILLE COMMUNITY COLLEGE OFFER A FINANCIAL PLANNING CURRICULUM WITH A DEGREE/OR CERTIFICATE PROGRAM OF STUDY. I WOULD BE VERY INTERESTED, AND THIS WOULD BE A GREAT WAY FOR THE COMMUNITY COLLEGE PROGRAM TO IMPROVE ITS SERVICES TO HELP STUDENTS.
258 YOU ARE MAKING THE CHANGES BY BUILDING THE NEW COLLEGE COMPLEX IN CARROLL COUNTY.
259 IMPROVE RELATIONS BETWEEN DEPARTMENTS SO THAT STUDENTS DO NOT SUFFER FROM THE POLITICAL GAMES PLAYED BETWEEN INSTRUCTORS.
260 NOT SURE - DOING A GOOD JOB THIS FAR - DIRECTION, ADVISEMENT FOR CAREERS.
262 TEACH MORE PRACTICAL THINGS AND LESS THEORY. IT WOULD HELP STUDENTS MORE IF THEY KNEW WHAT TO DO ON THE JOB INSTEAD OF GETTING RE-EDUCATED BY WORK EXPERIENCE.
263 HELPING STUDENTS GRADUATE WITH HONORS, TELL THEM HOW THEY CAN ACHIEVE IT AND HOW MANY CREDIT POINTS AWAY FROM THE HONOR THEY ARE.
267 THE CRIMINAL JUSTICE COURSES NEED BETTER INSTRUCTORS THAT DON'T PICK UP ON THE STUDENTS AND TEACH THE COURSE INSTEAD. STUDENT EVALUATION OF THE INSTRUCTORS IS A GREAT IMPROVEMENT.
269 SINCE I HAVE MY OWN BUSINESS (JOHN E.G. SPORT AND SURF WEAR). I WOULD HAVE TAKEN SMALL BUSINESS COURSES. THE MOST HELPFUL WOULD HAVE BEEN HOW TO START-UP A BUSINESS. MARATHON READING SESSIONS WERE MY ONLY INFO. BOOKS WERE VERY POOR.
270 BETTER INFORMED ACADEMIC ADVISING.
273 DON'T MAKE THEM TAKE ENGLISH, MATH AND SCIENCE FOR A DEGREE. ALREADY TOOK 12 YEARS OF HIGH SCHOOL. DO NEED MORE JUST TO RECEIVE YOU DEGREE.

274 EXPLAIN ARTICULATION AGREEMENTS BETWEEN CCC & OTHER COLLEGES TO STUDENTS IN 2ND OR 3RD SEMESTER AND MAKE SURE THEY UNDERSTAND I THOUGHT I HAD TO TAKE BIO., COMPUTER COURSE, AND OTHERS, BUT TO MY DELIGHT ALL MY GUR'S WERE COMPLETED AT CCC DUE TO VIGILANCE OF JOEL HOSKOWITZ. STILL, I DIDN'T UNDERSTAND UNTIL I GOT TO TSU WHAT IT REALLY MEANT TO HAVE MY COURSES TRANSFERRED.

276 ON MY FEW TRIPS TO THE CAMPUS DURING THE DAY, I COULD NOT BELIEVE THE DIFFERENCE IN ATTITUDES OF THE STUDENTS.

277 CONSTRUCTION MANAGEMENT TECHNOLOGY: COMPUTER APPLICATIONS SUCH AS LOTUS 1-2-3 AND R-BASE. UTILIZED TO CONSTRUCTION PLANNING AND SCHEDULING, CONSTRUCTION ESTIMATING, ETC. GENERAL STUDIES: COMPUTER APPLICATION SUCH AS DISPLAY WRITE WOULD PROVE TO BE BENEFICIAL FOR ENGLISH 101, 102, AND THE EXP CLASSES.

278 MAKE ALL THE EXP CLASSES OPTIONAL AND REQUIRE MORE SCIENCE CREDITS.

280 MORE COURSES SHOULD BE HELD IN THE EVENINGS AT THE CARROLL CO COL.

281 MORE ACTIVITIES FOR PEOPLE WITH GPA'S.

282 A THREE LEVEL PARKING LOT NEXT TO THE GYM. MORE DIRECT CONTACT WITH CURRENT BUSINESS PRACTICES AND APPLICATIONS. CLOSER CONTACT BETWEEN FACULTY, STUDENTS, BUSINESS AND STATE GOVERNMENT FOR DEVELOPING A MORE MEANINGFUL EDUCATIONAL EXPERIENCE AND BETTER QUALIFIED STUDENT EMPLOYEES. IF I CAN HELP WITH ANY FUTHER ASSISTANCE OR INPUT I WOULD BE HAPPY TO GIVE MY TIME AS IT IS AVAILABLE.

283 ENCOURAGE MORE HIGH SCHOOL SENIORS WHO ARE UNDECIDED ABOUT COLLEGE TO ENROLL IN A COMMUNITY COLLEGE BEFORE ATTENDING A FOUR YEAR INSTITUTION.

286 I HAD A WONDERFUL EXPERIENCE AT CCC. I HAVE NO SUGGESTION TO CHANGE

287 EITHER DECREASE WORK LOAD OF CAREER PLANS OR MAKE THEM WORTH A GREATER AMOUNT OF POINTS.

288 PERHAPS MORE HANDS ON TRAINING IN THE COURSES. (EX. IF ITS A BUSINESS COURSE HAVE STUDENTS ACTUALLY WORK WITH A COMPANY THAT IT RELATES TO).

290 PROMOTE INDUSTRY CONTACT WITH STUDENT (SUCH AS JOB FAIRS, ETC.)

291 STRICTER CLASSES (IN ARCHITECTURE). TEACHERS SHOULDN'T GIVE AWAY ANSWERS TO TESTS JUST BECAUSE THEY YAKKED THROUGH THE CLASS THAT SHOULD'VE TAUGHT THE MATERIAL. THIS MAKES FOR A LOT OF "A'S" AND A LOT OF STUDENTS THAT DON'T KNOW DIDDLY SQUAT ABOUT THE FIELD THEY'RE SUPPOSEDLY ENTERING.

293 I WOULD EVALUATE YOUR NURSING INSTRUCTORS BETTER. SOME DO NOT TAKE THE TIME WITH THE STUDENTS LIKE THEY SHOULD THEN ADD STRESS TO THEIR DAY AND SCARE THEM AND DEGRADE THEM IN FRONT OF OTHER STUDENTS TO THE POINT THAT THEY ARE SO UPSET THEY CAN'T CONCENTRATE AND MAKE MORE MISTAKES. MY LAST INSTRUCTOR MADE ME FEEL SO UNSURE THAT WHEN I GRADUATED, I FELT LIKE I SHOULD NOT HAVE. I STILL TURNED OUT TO BE A VERY GOOD NURSE AND HAVE GOT VERY GOOD EVALUATIONS AT MY PLACE OF EMPLOYMENT.

294 IN CARROLL COUNTY JUST HAVE ONE COLLEGE SO STUDENTS DON'T HAVE TO DRIVE BACK AND FORTH.

298 STUDENT PARKING.

299 OFFER MORE SCHEDULING OF SECTIONS OF EVENING BUSINESS COURSES. TWO YEAR PROGRAM IN FORENSIC CHEMISTRY AND EVIDENCE COLLECTION, INVESTMENT ANALYSIS.

300 AT CATONSVILLE, THEY HAVE THE BEST RATED DATA PROCESSING PROGRAM AROUND; HIGHLY RECOMMENDED BY PROFESSIONALS OF THIS FIELD. EVEN THOUGH THIS IS A TWO YEAR INSTITUTION, IT WOULD BE HELPFUL AND CONVENIENT, IF SOME OF THE MORE ADVANCED COURSES WERE LISTED AS 300 LEVEL AND QUALIFY THE SAME AT TRANSFER UNIVERSITIES/COLLEGES.

301 TO HAVE USED A REAL DESK AND CHAIR TO SET DOWN TO. THOSE COMBINATION CHAIR/DESK ARE UNCOMFORTABLE, DISTRACTING AND A REAL NUISANCE.

302 ACADEMIC ADVISING WAS NOT AT ALL HELPFUL. ALTER REQUIREMENTS TO BETTER ACCOMMODATE TRANSFER STUDENTS TO 4-YEAR COLLEGE.
306 MORE CLASSES BETWEEN 3 AND 5.
308 SINCE IT TOOK ME 15 YEARS TO GET A 2-YEAR DEGREE WHILE I RAISED MY SON AND WORKED FULL TIME. I HAVE NOTHING BUT PRAISE FOR ALL THE FACULTY AND STAFF ADVISEMENT AND ASSISTANCE--THANK YOU.
310 OFFER MORE CLASSES (VARIETY OF), OFFER SATURDAY COURSES.
312 MY SON ATTENDS CCC NOW AND IS VERY SHY. TEACHERS AND STUDENTS IN ACTIVITIES FAIL TO DRAW IN THE QUIET ONES - MAKE THEM FEEL PART OF THINGS -- SO MORE ALERTNESS IS NEEDED -- TO REACH OUT INVOLVE THE PERIPHERAL STUDENTS.
314 MADE MORE OF THE CLASSES TRANSFERABLE TO OTHER INSTITUTIONS.

GRADUATE FULLOW-UP SURVEY
MARYLAND COMMUNITY COLLEGES
MARCH 1989

WHAT DID YOU LIKE BEST ABOUT THIS COMMUNITY COLLEGE?

001 ATMOSPHERE WAS FRIENDLY, HELPFUL, GOAL ORIENTED. GAVE ME INDEPENDENCE.
002 GOOD, EASY TO UNDERSTAND INSTRUCTION. FLEXIBILITY OF STAFF AND SUPPORT PERSONNEL.
004 I THINK THE QUALITY OF INSTRUCTION IS EQUALLY MATCHED TO MOST FOUR YEAR COLLEGES. I ALSO BENEFITED BY COMPLETING A TWO-YEAR CURRICULUM BY GAINING THE SKILLS I NEED TO OBTAIN A BACHELOR'S DEGREE.
005 PELL GRANT.
009 THE FACULTY, THEY ARE VERY HELPFUL AND HAVE THE STUDENTS' BEST INTEREST ALWAYS IN CONSIDERATION.
010 COMMUNITY FEELING, FRIENDLINESS, ACADEMIC LEVEL.
011 SWING SHIFT CLASSES AND EASY ACCESS.
013 FACULTY AND STAFF WAS ALWAYS WILLING TO ASSIST YOU WITH YOUR PROBLEM. INSTRUCTORS WERE VERY KNOWLEDGEABLE.
014 CLASSES WERE NOT TOO LARGE. TEACHERS WERE GOOD. AFFORDABLE CONVENIENT.
015 QUALITY OF INSTRUCTION, EASINESS OF TEACHERS, CONVENIENT SCHEDULES AND INFLUX OF INFORMATION ON CAREER AND COMMUNITY EVENTS.
016 EXCELLENT TEACHING STAFF WHICH ENCOURAGED ME AND MADE ME FEEL COMFORTABLE IN THE ENVIRONMENT. THEY MADE THEIR COURSES EXCITING AND ENRICHING.
017 STUDENT/FACULTY ONE ON ONE RELATIONSHIP.
019 THE INSTRUCTORS, THEY ARE MORE LIKE REAL TEACHERS; NOT JUST INTERESTED IN THEIR RESEARCH.
020 I LIKED THE CARROLL COMMUNITY COLLEGE'S CLOSENESS BETWEEN THE FACULTY STUDENTS AND STAFF. THIS MAY BE DUE TO THE FACT THAT I HAVE WORKED FOR FIVE SEMESTERS AS A STUDENT AIDE AT CARROLL. MY EXPERIENCE AT CATONSVILLE FOR THE LAST TWO SEMESTERS WHILE NOT NEGATIVE EXCLUDES THE CLOSENESS AT CARROLL CAMPUS.
022 EXCELLENT PROFESSORS. RIGID PROGRAM - VERY DEMANDING EDUCATIONALLY AFFORDABLE.
024 THE INSTRUCTORS AND THE COUNSELORS - EXCLUDING THE NURSING PROGRAM INSTRUCTORS - BUT NOT ALL OF THEM.
026 ACADEMIC COUNSELING AND ADVISEMENT.
027 THE SMALL NUMBER OF STUDENTS IN EACH CLASS.
028 THE CONVENIENCE OF SCHEDULING THE CLASSROOM INSTRUCTION, AND THE STUDENT ACTIVITIES PROGRAMS.
031 LOCATION AND SOME OF THE SKILLFUL AND FASCINATING INSTRUCTORS I HAD THE OPPORTUNITY TO DISCOVER.
032 OVERALL SCHEDULES AND TIMES WHICH CLASSES WERE AVAILABLE.
034 ENVIRONMENT, CAMPUS, LOCATION.
036 PROXIMITY TO RESIDENCE.
038 THE INSTRUCTORS WERE GENERALLY ABOVE AVERAGE. THAT IS HARD TO FIND.
039 THE INSTRUCTORS WERE WILLING TO WORK WITH THE STUDENTS.
040 CONVENIENCE - QUALITY OF INSTRUCTION.
042 INSTRUCTORS- B. MARKS, D. FETTER & THE LATE T. GRANT.
043 THE VARIETY OF STUDENT ACTIVITIES PROVIDED. ALSO, THE COUNSELORS WERE VERY HELPFUL WHEN IT CAME TIME FOR CLASS REGISTRATION.
044 SMALL CLASSES LOWER PRICE FOR COURSES WITH SAME COURSE CONTENT AS UNIVERSITIES. GREAT INSTRUCTORS.
045 YOUR EXTENSIVE CURRICULUM.

046 COST, SMALL COLLEGE ATMOSPHERE AND LARGER PERCENTAGE OF NON-TRADITIONAL STUDENTS MADE MY EXPERIENCE MORE FAVORABLE.
047 I LOVED THE INDIVIDUAL ATTENTION, THE SMALL CLASS SIZE AND INSTRUCTORS WHO WERE TALENTED AND GENUINELY CONCERNED ABOUT OUR PROGRESS. THE CAMPUS WAS ALSO LOVELY AND COMFORTABLY LAID OUT.
048 SMALL SIZE, SMALL CLASS SIZES, INSTRUCTOR ACCESS, CONVENIENCE.
049 I ENJOYED WORKING AT STUDENT ACTIVITIES, I ENJOYED THE MAJORITY OF MY CLASSES, AND I LOVED ALL THE PEOPLE (STUDENTS & COLLEGE EMPLOYEES).
051 FRIENDLINESS, SEEMED TO HAVE THE STUDENT'S BEST INTEREST AT HEART, GOOD TEACHERS.
052 SMALL SCHOOL, SMALL CLASSES. EASY TO GET THINGS DONE - NOT A LOT OF RED TAPE OR BEING TRANSFERRED FROM PERSON TO PERSON FOR ADMISSIONS ADVISING, GRADUATION, ETC.
053 THE EXCELLENT TEACHERS.
054 VERY RELAXED AND INFORMAL. VERY EASY TRANSITION FROM HIGH SCHOOL BECAUSE I BELIEVE IT IS NOT AS STRUCTURED AND RIGID AS A 4 YR UNIVERSITY. I LIKED THE LOCATION AND SIZE. THE CLINIC (HEALTH SERVICES) WAS AN ADDED PLUS.
056 SIZE OF CLASSES, MORE ATTENTION TO STUDENT AS A PERSON NOT A NUMBER.
057 IT WAS CLOSE. PREPARED FOR A UNIVERSITY.
058 I LIKED THE INTERACTION I HAD BETWEEN THE PROFESSORS AND MYSELF. I DID HAVE A DIFFICULT TIME MAKING THE UNIVERSITY TRANSITION IN CLASS SIZE, 500 MASS LECTURE.
059 CLOSE TO HOME, FRIENDLY STAFF, AND TUITION.
060 MEETING NEW PEOPLE FROM ALL PARTS OF COUNTRY, AND HAVING TEACHERS WHO WOULD ALWAYS OFFER TO HELP, IF NEEDED.
061 FLEXIBILITY IN SCHEDULING, MOSTLY GOOD INSTRUCTORS.
062 ITS LOCATION AND FRIENDLY LOW KEY SERVICES TO STUDENTS. IT HAS GOOD ACCREDITATION IN MANY FIELDS. OFFERS MANY COURSES AT DIFFERENT TIMES TO ACCOMMODATE STUDENTS WHO WORK OR HAVE CHILDREN (THE DAY CARE PROGRAM IS WONDERFUL) COST IS ALSO A PLUS FOR COMMUNITY COLLEGES.
063 THE OPPORTUNITY TO GET TO KNOW SEVERAL INSTRUCTORS WHO REALLY SEEMED TO CARE ABOUT ME AS AN INDIVIDUAL.
064 THAT THIS COMMUNITY COLLEGE OFFERS THE OCCUPATIONAL THERAPY PROGRAM AND HAS A GREAT DIRECTOR OF IT.
065 THE QUALITY OF THE STUDIES RECEIVED AT CCC.
066 LOCATION, EVENING SCHEDULING AND COST.
067 SMALL CLASS SIZES AND HELPFUL ATTITUDE OF FACULTY AND STAFF.
068 LOCATION, CAMPUS, TEACHERS AND PRICE.
069 EVERYTHING, THE TEACHERS, ADVISORS, STUDENTS. ALL WERE VERY HELPFUL.
070 THE ACCEPTANCE I RECEIVED AS AN OLDER - NON-TRADITIONAL STUDENT.
071 THE INSTRUCTORS CARED ABOUT THEIR STUDENTS.
072 MANY OF THE FACULTY ARE PART TIME EDUCATORS TEACHING FROM EXPERIENCE GAINED IN THEIR SUCCESSFUL FULL TIME CAREERS.
074 TEACHERS - THEIR ENTHUSIASM AND DEDICATION.
075 SMALL CLASSES.
076 THE SIZE AND THE FEELING OF FAMILY WITH PEOPLE I WAS ASSOCIATED WITH.
077 I LIKED THE FACT THAT THE INSTRUCTORS EACH SEEMED TO HAVE AN INTEREST IN WHAT THEY ARE TEACHING AS WELL AS THE STUDENTS.
079 IT'S ACADEMIC PROGRAMS AND THE PEOPLE STUDENTS AND STAFF WHO WERE THERE WHEN I ATTENDED CCC.

080 THAT YOU EMPLOYED INSTRUCTORS WHO ALSO WORKED AT A FULL TIME JOB AND UNDERSTOOD THE PROBLEMS OF THE PART-TIME STUDENT AT NIGHT.
081 INSTRUCTORS.
082 GOOD PARKING FOR EARLY EVENING CLASSES. WIDE VARIETY OF EVENING CLASSES. THE NON-SMOKING AREAS.
083 THE CAMPUS, THE EXCELLENT AND GENERALLY INTERESTING INSTRUCTORS: ESPECIALLY R. ZAHN, S. SIMON, SUSAN GIVSON (1970'S), ED MCEVOY, MR AND MRS L SKANE, ROLAND STURM, AND KEN HARDY.
084 THE PRICE AND IT GAVE ME A CHANCE TO GET USE TO COLLEGE WORK BEFORE GOING TO TOWSON.
085 LOCATION, AFFORDABILITY AND FACULTY.
086 THE EASE OF REGISTERING FOR CLASS.
087 PREPARED ME FOR MY CAREER WITHOUT NEEDING 4 YEARS.
089 I LIKED THE FRIENDLY, PLEASANT ATMOSPHERE OF THE STUDENTS, PROFESSORS AND ADVISORS AT CATONSVILLE. I FOUND IT TO BE A VERY COMFORTABLE PLACE TO BEGIN MY EDUCATION DIRECTLY FOLLOWING HIGH SCHOOL
090 THE VARIETY OF COMPUTER COURSES, THE AVAILABILITY OF COURSES AFTER WORK HOURS FOR FULL-TIME WORKING STUDENTS, AND THE COMPUTER FACILITIES.
091 CONVENIENT NIGHT SCHOOL CLASSES; SMALL, FRIENDLY CAMPUS LOW COST.
092 INSTRUCTORS AND CLEAN ENVIRONMENT.
093 PROFESSIONAL INSTRUCTORS.
094 THE HIGH LEVEL OF PROFESSIONALISM OF THE FACULTY WHILE BEING FRIENDLY, HELPFUL AND AVAILABLE TO ASSIST STUDENTS. ALSO, IT WAS CLOSE TO HOME.
095 THE AVAILABILITY OF COURSES AND THE HELPFULNESS AND PROFESSIONALISM OF THE EDUCATIONAL STAFF.
099 CONVENIENT CLASS SCHEDULES, CLOSE TO WORK.
100 THE CAMPUS; SMALL SIZE CLASSES; CREDENTIALS OF INSTRUCTORS.
101 TUITION COST, CLOSE TO MY HOME.
102 ATMOSPHERE OUTSIDE AT THE CAMPUS GROUNDS, HELPFUL INSTRUCTORS, LOW TUITION.
103 I REALLY LIKED THE SMALL CLASSES. I LIKED THE INDIVIDUAL ATTENTION AND EXTRA HELP ESPECIALLY IN THE ENGLISH DEPARTMENT.
104 PATIENCE OF THE INSTRUCTORS.
107 I THOUGHT THAT THE QUALITY OF INSTRUCTION AND INSTRUCTORS WERE SUPERIOR. THEY TOOK A PERSONAL INTEREST IN THE STUDENTS AND HELPED TO MOTIVATE THEM TO ACHIEVE THEIR GOALS.
108 LOCATION.
109 MEETING NEW PEOPLE GOOD LEARNING EXPERIENCES.
110 THE PRICE AND LOCATION.
111 GOOD REPUTATION.
113 IT WAS A FAMILY TYPE ATMOSPHERE, IF YOU HAD ANY PROBLEMS, COUNSELOR AND TEACHER CAN TALK TO YOU INDIVIDUALLY.
116 THE TEACHERS WERE ALL VERY KNOWLEDGEABLE AND CARING. I REALLY FELT THEY WERE CONCERNED ABOUT MY PROGRESS AND WOULD GIVE ME EXTRA HELP IF I NEEDED IT.
117 THE SINCERITY OF THE NSG. DEPT STAFF IN ASSISTING STUDENTS IN THE LEARNING PROCESS.
118 THE HISTORY DEPT WAS EXCELLENT. JOHN ASHBY AND KEN JORDAN WERE THE BEST TEACHERS I EVER HAD. ALSO, THE FRIENDLINESS OF THE STUDENTS AND STAFF.
119 FRIENDLY, CLOSE TO HOME, TEACHERS WERE MOSTLY GOOD.
121 THE QUALITY OF TEACHING WAS VERY GOOD AND VERY AFFORDABLE.
122 MOST INSTRUCTORS WERE INTERESTED IN EDUCATION AS WELL AS THE NEEDS OF THE PUPILS.

123 TV COURSES.
124 THE CLASSES WERE SMALL. THE INSTRUCTORS KNOWLEDGEABLE, THEY SUPPLIED DAY CARE FOR MY SON DURING THE TWO YEARS I ATTENDED SCHOOL THERE. IT WAS A VERY GOOD PROGRAM.
126 THE CONVENIENCE.
127 THE AFFORDABILITY OF THE SCHOOL.
128 PERSONAL ATTENTION - PROFESSORS AND INSTRUCTORS WERE VERY SUPPORTIVE.
129 I LIKED THE ATTENTION GIVEN TO EACH STUDENT BY THE STAFF.
130 CLOSE TO HOME, SMALL CLASSES, CONVENIENCE IN REGISTRATION.
131 AT CARROLL COMMUNITY COLLEGE THE SUPPORT, ENCOURAGEMENT, FRIENDLINESS THE CARE. AT CATONSVILLE - WILLA BROOKS AND HER PROGRAM - SHE WORKS VERY HARD AT WHAT SHE DOES.
133 THE TEACHER - STUDENT RATIO, GOOD CLASS SELECTION, ADVISOR HELP WAS EXCELLENT.
135 THE COST OF TUITION.
136 THE ATTENTION STUDENTS RECEIVE FROM INSTRUCTORS, AND THEIR WILLINGNESS TO HELP.
137 A WIDE VARIETY OF EVENING CLASSES, THE OFF CAMPUS LOCATIONS. IT MADE IT CONVENIENT TO ATTEND CLOSE TO HOME. IT WAS ALSO THE ONLY WAY TO BE ABLE TO PARK YOUR CAR W/OUT HAVING TO WALK 10 MINUTES-TO CLASS.
138 THE TEACHERS I.E., BILL RICE, SAL D'AMBRA, WM BARBER, KEN KRIENER, R SILERSTEIN.
139 I LIKED THE SMALL CLASSES. THIS ENABLED YOU TO HAVE ONE-TO-ONE RELATIONSHIP WITH YOUR INSTRUCTOR, WHICH ENABLED YOU TO GET THE ATTENTION YOU NEEDED.
141 ELECTRONICS PROGRAM OVERALL - AND THE CONCERN OF THE TEACHERS ESPECIALLY BILL RICE AND HIS EFFORTS TO HELP STUDENTS FIND JOBS.
142 CLASSES WEREN'T HUGE IN SIZE. INSTRUCTORS PRESENTED THEMSELVES AS SOMEONE YOU CAN TRUST AND AS AN EQUAL TO YOU.
143 FACULTY, CLASS SIZE, INTERACTION OF STUDENTS, LIBRARY.
144 THE END OF SEMESTER.
145 CLOSE TO MY PRESENT HOME AND $ PER CREDIT HOUR.
146 THE DATA COMMUNICATIONS PROGRAM.
147 THE INSTRUCTORS AND ATMOSPHERE OF THE SCHOOL WERE GREAT.
148 THE NUMBER OF CLASSES IN THE COMPUTER AND DATA COMMUNICATION AREA.
149 THE CLASS SIZE WAS VERY GOOD FOR LEARNING AND RECEIVING INDIVIDUAL ATTENTION, TEACHERS SEEM INTERESTED IN THE STUDENTS' SUCCESS.
151 LOCATION, PREPARATION FOR ENTRY INTO JOB.
152 MOST OF MY CLASSES WERE AT THE NORTHWEST CENTER WHERE THE CLASSES WERE SMALL AND THE TEACHERS WERE EXCELLENT.
153 PROFESSORS, ACADEMIC PROGRAMS, SCHEDULE, LOCATION, TUITION COSTS.
155 CO-OP.
157 ATTENDING CLASSES AT CARROLL COUNTY COMMUNITY COLLEGE CAMPUS. THE TEACHERS AND ADVISORS ARE THE GREATEST.
158 I ENJOYED THE SMALL SIZE OF THE CAMPUS AND CLASSES. ALSO, EVERY INSTRUCTOR THAT I HAD AT CCC WAS REALLY INTERESTED IN HELPING THEIR STUDENTS. YOU ARE TO BE COMMENDED FOR YOUR FACULTY CHOICES.
159 I LIKED THE FLEXIBILITY THE COLLEGE OFFERED ME. THEY ENCOURAGED NON-TRADITIONAL STUDENTS LIKE ME TO CONTINUE MY EDUCATION.
162 SMALL CLASSES, INFORMAL LECTURES, COUNSELING/ADVISING, INSTRUCTORS' WILLINGNESS TO HELP.
163 I REALLY ENJOYED CCC. I WASN'T REAL SURE WHAT I WANTED TO GO INTO AND CCC ALLOWED ONE TO EXPLORE VARIOUS AVENUES. I LIKED THE INTER-COLLEGE ATHLETICS THE BEST.

164 THE INSTRUCTORS AND THEIR APPROACHABILITY. MANY INSTRUCTORS TOOK EXTRA TIME TO SEE TO INDIVIDUAL PROBLEMS.
165 AN EXCELLENT, DEDICATED FACULTY. THE CAMPUS ATMOSPHERE AT THE SCHOOL. CONVENIENCE TO HOME. THE TIME I SPENT THERE WAS A GOOD TIME FOR ME. IT WILL BE CONNECTED WITH MANY FINE MEMORIES.
167 THE VARIED INTERESTS A STUDENT MIGHT PURSUE. THE OVERALL QUALITY OF INSTRUCTION AND PERSONAL INTEREST SHOWN BY INSTRUCTORS WAS IMPORTANT AND IMPRESSIVE.
168 I CAN'T REMEMBER, I'M STILL TO MAD ABOUT BEING FORCED TO ATTEND A LIFE FITNESS COURSE AFTER HAVING TAKEN PHYS.ED COURSES WHEN I FIRST STARTED MY DEGREE.
170 THE BEST THING WAS THE HOURS OF CLASSES OFFERED AT THE CARROLL COMMUNITY COLLEGE BRANCH.
171 BRANCH COLLEGES.
172 THE RELAXED ATMOSPHERE MADE LEARNING ENJOYABLE.
173 I FOUND THE INSTRUCTORS AT CCC TO BE VERY GOOD. THE SCHOOL ALSO HAS A VERY PLEASANT CAMPUS AND VERY EFFICIENT ADMINISTRATION.
174 SCHEDULING AND THE HELPFULNESS OF TEACHERS AND ADMINISTRATORS. ALSO, OFF CAMPUS COLLEGE CENTERS MADE TAKING CLASSES VERY CONVENIENT.
175 IT WAS CONVENIENT AND THE PRICES FOR COURSES WERE REASONABLE. THE TEACHERS SEEMED TO CARE.
176 CARROLL COUNTY BRANCH LOCATION. THE INSTRUCTORS IN A FEW OF MY PROGRAMMING COURSES WERE OUTSTANDING. (COBOL, COBOL II)
177 CLOSENESS TO HOME. SMALL AMOUNTS OF STUDENTS IN CLASSROOM, REPUTATION OF NURSING PROGRAM.
178 CONVENIENCE - TUITION COST.
179 ITS CLOSENESS TO MY HOME.
180 THE TEACHERS AT CCC WERE FANTASTIC.
181 CLASSES WEREN'T BIG.
182 ENJOYED THE LEARNING EXPERIENCE AND WAS COMFORTABLE WITH IT. ALSO THE DAY CARE SINCE I HAD A CHILD WHILE ATTENDING CLASSES.
183 THE INSTRUCTORS HELD FULL TIME JOBS IN THEIR RELATED FIELDS. THEREFORE APPROACHING THE SUBJECTS TAUGHT ON A MORE REALISTIC LEVEL. THIS WAS A VERY ENJOYABLE EXPERIENCE (GOING TO CCC).
184 OUTSTANDING INSTRUCTION - DEDICATED, INTERESTED INSTRUCTORS. KEEP UP THE GOOD WORK!!
185 (1) MODERN LAB EQUIPMENT (2) EVENING CLASSES SCHEDULED ONCE A WEEK ONLY, (3) RELAXED ATMOSPHERE.
187 ITS WELL ROUNDED PROGRAMS.
188 I THOUGHT THE TEACHERS REALLY KNEW THEIR SUBJECTS AND MORE IMPORTANTLY, THEY REALLY SEEMED TO ENJOY TEACHING AND WERE VERY HELPFUL WHEN STUDENTS WERE HAVING PROBLEMS.
191 IT BEING CLOSE TO MY HOME, THE COST, THE SMALL NUMBER OF STUDENTS IN A CLASS, AND ALSO, BEING ABLE TO COME TO THE TUTORING LAB AND GET HELP IN YOUR SUBJECTS.
192 STUDENT ACTIVITIES.
193 COUNSELING SERVICES.
194 CONVENIENCE OF LOCATION.
195 THE ATTITUDE OF THE FACULTY AND STAFF TOWARDS THE STUDENT BODY. MOST OF THE ADMINISTRATION TOOK TIME TO CARE. AND THAT MADE YOU FEEL IMPORTANT.
197 CAMPUSES CLOSE TO RESIDENCE - ABLE TO TAKE MOST COURSES AT CARROLL COUNTY BRANCH.

198 BEING TREATED AS AN INDIVIDUAL NOT JUST A NUMBER.
199 LOCATION AND COST.
202 HONORS PROGRAM, SMALL CLASSES IN THIS PROGRAM.
203 SMALL CLASSES
204 IN TALKING WITH OTHER STUDENTS, I FEEL THAT I HAD THE GREAT BENEFIT OF VERY GOOD INSTRUCTORS WHO ALSO SHOWED A SINCERE COMMITMENT TO THEIR WORK AND STUDENTS. I ALSO BENEFITED VERY MUCH FROM ADVISEMENT AND ACADEMIC SERVICES.
205 NOT HAVING TO TAKE THE SAT TESTS PRIOR TO ENROLLMENT. THAT TAKES A LOT OF STRESS OFF THE STUDENT.
206 THE TEACHERS WERE (MOSTLY) MORE PERSONAL AND EASIER TO TALK TO THAN SOME OTHER SCHOOLS I HAVE ATTENDED.
207 THE SUPPORT OF THE STAFF TOWARD THE STUDENTS.
208 VERY GOOD INSTRUCTORS, BOTH FULL & PART TIME. MANY OF THEM ACTUALLY WORK IN THE FIELDS OF STUDY THEY TEACH, VERY HELPFUL. GOOD LABORATORY FACILITIES.
209 NURSING PROGRAM WAS DIFFICULT AND TIME CONSUMING - BUT WORTH IT. I FELT VERY MUCH PREPARED FOR REALITY.
210 MOST TEACHERS WERE MOTIVATING AND ENTHUSIASTIC WITH HELPING STUDENTS UNDERSTAND DIFFICULT (OR BORING) SUBJECTS. (EXAMPLES ARE IN SUBJECTS SUCH AS ENGLISH LIT., GYM, STATISTICS)
211 THERE WAS AN ATMOSPHERE OF WARMTH AND CARING. NO HEAVY COMPETITION. TEACHERS WEREN'T BUSY WITH THEIR DOCTORATES (THEY TOOK TIME TO HELP)
212 THE TEACHERS - THEY WERE VERY KNOWLEDGEABLE AND VERY WILLING TO HELP STUDENTS.
213 CLOSE TO WORK AND HOME.
215 ONLY COMMUNITY COLLEGE THAT OFFERED THE PRINTING MANAGEMENT PROGRAM.
216 CONVENIENCE, ACADEMIC, SOME OF THE PROFESSORS.
217 FRIENDLY STAFF ALWAYS WILLING TO AID STUDENTS. THIS MADE ME EVEN MORE INSTRUCTED IN MY FIELD OF STUDY AND MADE ONE WANT TO LEARN.
218 AVAILABILITY OF PART TIME COURSES.
219 FRIENDLY, WARM, HELPFUL ATTITUDE OF STAFF AND FACULTY.
220 THE INSTRUCTORS, EXCELLENT CONDITION OF THE FACILITIES AND LANDSCAPING.
221 THE COLLEGE IS INEXPENSIVE AND VERY CLOSE TO HOME. ALL OF MY INSTRUCTORS WERE EXCELLENT IN THEIR FIELD.
222 THE INSTRUCTORS.
224 THE FACULTY AND LECTURERS IN THE APPLICATIONS PROGRAMMING DEGREE WERE OUTSTANDING. I THINK THIS HAD TO DO WITH THE PART THAT THEY WORKED IN THE FIELD THEY WERE TEACHING - AS OPPOSED TO EARNING A PHD AND TEACHING ONLY.
225 BETWEEN WORK AND HOME - GOOD FACILITIES - IT WAS NO PROBLEM TO FIT COURSES INTO MY WORK SCHEDULE - (EVENING & DAYTIME).
226 I FELT LIKE I BELONGED. CCC WAS THE BEST THING THAT EVER HAPPENED TO ME. THE CONFIDENCE IN MYSELF THAT I GOT FROM GOING TO SCHOOL AT MY AGE, HELPED ME DO WHAT I REALLY ENJOY.
228 MOST OF THE INSTRUCTORS REALLY ENJOYED TEACHING THEIR SUBJECTS AND TOOK A GENUINE INTEREST IN THEIR STUDENTS.
229 FLEXIBILITY OF PROGRAMMING FOR EMPLOYED STUDENTS, AND EXPOSURE TO OTHERS FIELDS OF STUDY, I.E., OCCUPATIONAL SAFETY.
230 AS A STUDENT YOU ARE NOT UNDER A LOT OF PRESSURE OF THE BIG CAMPUS.

231 EXCELLENT FACULTY - KNOWLEDGEABLE - ALWAYS WILLING TO HELP WITH ANY PROBLEMS.
232 THE FLEXIBILITY OF DIFFERENT CAMPUSES.
233 MEETING STUDENTS FROM ACROSS THE STATE AND REGION.
235 I THOUGHT THAT THE OFFICE TECHNOLOGY PROGRAM AND TEACHERS WERE VERY HELPFUL TO ME. I ENJOYED BEING INVOLVED IN STUDENT ACTIVITIES.
237 THE ATMOSPHERE FOR LEARNING WAS TERRIFIC. I REALLY LOOKED FORWARD TO GOING TO CLASS.
238 BEST TIME OF MY LIFE.
239 THE ATTITUDE AND PROFESSIONALISM OF THE PROFESSORS WAS TREMENDOUS! KEEP HIRING GOOD PROFS!
240 TEACHERS. THE ENVIRONMENT ALL TOGETHER.
241 EXCELLENT NIGHT SCHOOL INSTRUCTORS. TOP NOTCH FACILITIES - NICE FITNESS/PHYSICAL DEVELOPMENT CENTER.
242 THE TEACHERS HAVE BEEN EXCELLENT.
243 WHAT I LIKED BEST IS THE CONVENIENCE OF CLASS SCHEDULING.
244 LOCALITY, INSTRUCTORS, SUPPORT STAFF IS ALWAYS HELPFUL.
246 THE VARIETY OF PROGRAMS AND COURSE SELECTION. THE IMPROVEMENTS THE COLLEGE HAS MADE OVER THE LAST 5 YEARS.
247 DR. JEFFREY.
248 THE INSTRUCTORS AND THE ENCOURAGEMENT I GOT FROM THEM TO CONTINUE WITH MY STUDIES.
249 THE QUALITY OF THE INSTRUCTORS - I WAS IN THE ACCOUNTING CERTIFICATE PROGRAM AND FOUND THE INSTRUCTORS KNOWLEDGEABLE AND EAGER TO TRANSFER THIS KNOWLEDGE TO THE STUDENT - THEY WERE VERY HELPFUL.
250 CLASSES, TEACHERS, FRIENDS.
251 (1) NICE ATMOSPHERE (2) GOOD INSTRUCTORS FOR THE MOST PART.
252 THE SMALL CLASS SIZE. IT ALLOWED PERSONAL ATTENTION FROM THE PROFESSORS.
253 QUALITY OF THE TEACHING. I HAD MANY EXCELLENT TEACHERS. PAULA NOELLER, RON THOMAS, KENNETH HINES, ANDY WEBER, PAUL COAKLEY.
254 CONVENIENT NIGHT COURSES. SMALLER CALSSES. NIGHT INSTRUCTORS, WHO UNDERSTAND THAT MOST STUDENTS OF NIGHT COURSES, WERE EXPLOYED FULL TIME.
255 IT WAS THE ONLY COLLEGE THAT OFFERED COURSES IN LABOR MANAGEMENT THAT ENABLED ME TO CONTINUE TO WORK FULL TIME.
256 THE GOOD TEACHERS IN NURSING WHO SHOWED COMPASSION AND LOVE. THE ONES WHO MADE YOU FEEL YOU MADE THE RIGHT DECISION TO GO INTO NURSING.
257 AT CCC, THE QUALITY OF INSTRUCTION AND THE CLASS SCHEDULING IS EXCELLENT. I AM MAKING GOOD USE OF THE LIBRARY, GYM FACILITIES, AND THE COMPUTER LAB. AS A MEMBER OF THE ALUMNI ASSOCIATION. THE TUITION IS VERY REASONABLE AND I DID NOT HAVE TO GO INTO DEBT FOR MY COLLEGE EDUCATION.!
258 CONVENIENCE OF BEING CLOSE TO HOME. GOOD CLASSES AND MOSTLY GOOD TEACJERS.
259 TUITION PRICES.
260 PERSONAL INVOLVEMENT OF STAFF - SMALL CLASSES - ONE TO ONE TEACHING FRIENDLINESS OF STAFF.
261 TEACHER IS FRIENDLY AND HELPFUL. COMPUTER LABS.
262 NICE CAMPUS, CLEAN, MOSTLY FRIENDLY PEOPLE - STUDENT & FACULTY.
263 MY EXPERIENCE AT CATONSVILLE WAS VERY NICE, THE TEACHERS WERE HELPFUL THE ADVISORS WERE HELPFUL, THE OVERALL STAFF WAS FRIENDLY, THE CAMPUS IS VERY SERENE AND NICE TO STUDY IN.
265 COURSES OFFERED, BRANCH (WESTMINSTER) CLOSE TO HOME.

266 THE HELP I RECEIVED FROM ARDELL TERRY IN HAVING THE STATE EXTEND MY TIME FROM A 6 MONTH LEARNING PROGRAM TO A 2 YEAR PROGRAM.
267 THE STAFF IN RECORDS AND DEANS OFFICE WERE GREAT TO KNOW WHEN I WAS A STUDENT AIDE. THE ENGLISH INSTRUCTORS AND EXP TEACHERS ARE GREAT
268 THE FRIENDLY, HELPFUL ATMOSPHERE. I FEEL COMMUNITY COLLEGE STUDENTS ARE MORE SERIOUS, THEY ARE THERE TO GET THEIR MONEY'S WORTH.
269 TEACHERS IN ELECTRONICS ARE TRULY CONCERNED ABOUT ONE'S PROGRESS.
270 THE INSTRUCTORS WERE WONDERFUL. I LOVED THE CAMPUS AND IT WAS EASY TO MEET PEOPLE.
271 ALL IN ALL, IT IS AN EXCELLENT SCHOOL, WITH QUALITY PROGRAMS AND FACULTY.
272 CONVENIENCE, SMALL CAMPUS.
273 CLOSENESS TO HOME AND WORK.
274 PERSONAL INTEREST OF THE INSTRUCTORS; COURSE CONTENT VALUABLE. (PART OF THIS MAY BE THAT AS A PERSON IN MY 40'S, I RELATE TO THE INSTRUCTORS AND WANT TO LEARN).
275 INSTRUCTORS ARE WELL VERSED IN KNOWLEDGE OF COURSE MATERIAL AND USUALLY. HAD FIRST HAD EXPERIENCE.
276 MOST INSTRUCTORS WERE HARD WORKING AND VERY HELPFUL. IT SEEMED TO BE TAILOR MADE FOR A PART TIME EVENING STUDENT.
277 TRAVEL CONVENIENCE, CLASSROOM, VISUAL AIDS, GUEST SPEAKERS, SUFFICIENT TIME FOR HOME ASSIGNMENTS. QUIZ AND EXAMS FROM LECTURES OR ASSIGNMENTS. ACCESSIBILITY OF INSTRUCTORS BEFORE AND AFTER CLASSES.
278 THE 3 HOUR CLASS SCHEDULE ENABLED ME TO TAKE THE MOST CREDITS WITH THE LEAST TIME COMMITMENT.
279 LOCATIONS, CATONSVILLE - WESTMINSTER.
280 BEING TREATED AS AN EQUAL BY THE INSTRUCTOR.
281 THE TEACHERS. ALL OF THEM MADE ME FEEL SPECIAL.
282 THE INSTRUCTORS ADAPT COURSE MATERIAL TO SUIT THE CONTINUING ED. STUDENT NEEDS AND GOALS. EXTRA ATTENTION IS AVAILABLE FOR GUIDANCE AND FEEDBACK IN RELATING WORK ENVIRONMENTS WITH EDUCATION MATERIAL. THE CAMPUS IS EASILY ACCESSABLE AND MOST COURSE SCHEDULES ARE CONVENIENT.
283 THE ATTENTION RECEIVED AND THE FRIENDLINESS OF THE STAFF AND STUDENT BODY.
284 THE CONVENIENT LOCATION, LOW TUITION, USED BOOK SALES, EXCELLENT TEACHERS AND ADVISORS - A FINE INSTITUTION.
286 ATTITUDE OF SCHOOL - FRIENDLY AND HELPFUL, ATMOSPHERE, QUALIFIED AND CARING INSTRUCTORS.
287 THEY PREPARED ME GREATLY FOR THE STATE BOARDS -- SO I COULD PASS THE FIRST TIME AND BECOME AN RN.
288 ABLE TO TAKE COURSES AT VARIOUS BRANCHES.
289 HELPFULNESS OF PROGRAM DIRECTOR/INSTRUCTORS.
290 SMALL CLASS SIZES PROMOTED TEACHER/STUDENT INTERACTION.
291 IT WAS CLOSE TO HOME.
293 IT WAS CLOSE TO MY HOME.
294 AVAILABILITY OF COURSES.
295 THE TEACHERS, STUDENTS, CLASSES, ACTIVITIES.
296 I FELT THAT THE FACULTY + STAFF SHOWED GENUINE CARE AND INTEREST IN MY PROGRESS AND WERE ALWAYS AVAILABLE TO ASSIST ME. IT WAS A VERY PERSONABLE EXPERIENCE.
297 GOOD (OVERALL) INSTRUCTORS, ORGANIZATION OF CCC, STUDENT ACTIVITIES WERE GREAT.

298 IT WAS SMALL AND COMFORTABLE, YET A QUALITY COLLEGE.
299 QUALITY OF INSTRUCTORS.
300 ESPECIALLY THE NATURAL SETTING OF THE CAMPUS AND ATMOSPHERE - LEADS TO REALIZING EDUCATION INSTEAD OF TENSE/HIGH PRESSURE. QUALITY OF INSTRUCTION FOR THE MOST PART WAS EXCELLENT.
301 THE INSTRUCTORS.
302 LOCATIONS, MANY CLASSES OFFERED; OVERALL QUALITY OF INSTRUCTION WAS GOOD.
304 DR JEFFRIES WHO TAUGHT THE MORTUARY SCIENCE PATHOLOGY AND MICRO-BIOLOGY CLASSES.
305 DIVERSITY OF BACKGROUNDS OF FACULTY.
306 CONVENIENCE TO HOME AND WHERE I WORKED .
308 VARIETY OF CURRICULA, GEOGRAPHIC ACCESSIBILITY, CONVENIENCE OF EVENING CLASS TIMES AND EVENING CLASS VARIETY.
309 A QUALITY EDUCATION THAT I COULD AFFORD ON MY OWN.
310 INEXPENSIVE, CLOSE TO HOME.
311 I FELT THAT THE ENTIRE SAFETY CURRICULUM WAS COMPOSED OF MEANINGFUL MATERIAL - ALL APPLIED TO JOB THAT I HAD AT THAT TIME. THE COMPUTERIZED ENROLLMENT WAS GREAT!!
312 ITS ORGANIZATION - COMMITTMENT TO THE STUDENTS, ESPECIALLY ADULTS AT NIGHT FULL RANGE OF COURSES AVAILABLE.
314 IT GAVE ME A CHANCE TO GET ADJUSTED TO A COLLEGE ATMOSPHERE.

# GRADUATE FOLLOW-UP SURVEY
# MARYLAND COMMUNITY COLLEGES

*The purpose of this questionnaire is to help your community college and the State Board for Community Colleges assess and improve programs. Please complete the survey and return it in the stamped envelope provided. Additional comments are welcome. All answers will be strictly confidential. Thank you for your assistance in helping us evaluate our programs and services.*

o o *(Please make corrections if necessary)*

_____
*Name*

_____
*Address*

o o _____

---

A. What is your current work/education status? (Check all that apply.)

[ ] 1. Employed full-time (35 or more hours per week)
[ ] 2. Employed part-time
[ ] 3. Full-time student (12 or more credit hours)
[ ] 4. Part-time student
[ ] 5. Active military service
[ ] 6. Full-time homemaker
[ ] 7. Unemployed and seeking a job
[ ] 8. Retired

B. Below are a number of reasons for attending a community college. Please rate how important each was to you. For each item, circle the number that most clearly reflects your opinion.

| | Reason | | |
|---|---|---|---|
| | Very Important | Somewhat Important | Not Important |
| 1. Prepare for entry into first career | 1 | 2 | 3 |
| 2. Prepare for entry into different career | 1 | 2 | 3 |
| 3. Update skills for current job | 1 | 2 | 3 |
| 4. Prepare for transfer to four-year institution | 1 | 2 | 3 |
| 5. Self-enrichment/courses of interest only | 1 | 2 | 3 |
| 6. Explore new occupational area | 1 | 2 | 3 |
| 7. Explore new academic area | 1 | 2 | 3 |
| 8. Obtain salary increase and/or job promotion | 1 | 2 | 3 |
| 9. Earn an associate in arts degree | 1 | 2 | 3 |
| 10. Other (specify) _____ | 1 | 2 | 3 |

_____

C. Please give the number (from Question B) of the single most important reason for deciding to attend this community college. ____

D. Was your most important goal (indicated in Question C) achieved by the time you graduated from this community college?

[ ] 1. Achieved completely [ ] 2. Achieved partly [ ] 3. Not achieved

E. Did your attendance at this community college contribute to your personal development in the following areas? (For each item, circle the number that most closely reflects your experience.) My experience at this community college:

| | A Great Deal | | A Fair Amount | | Not At All |
|---|---|---|---|---|---|
| 1. Improved my writing skills | 1 | 2 | 3 | 4 | 5 |
| 2. Enhanced my appreciation of art, music, or literature | 1 | 2 | 3 | 4 | 5 |
| 3. Increased my ability to use mathematics | 1 | 2 | 3 | 4 | 5 |
| 4. Improved my understanding of science and technology | 1 | 2 | 3 | 4 | 5 |
| 5. Increased my attentiveness to news and world events | 1 | 2 | 3 | 4 | 5 |
| 6. Clarified my educational or career goals | 1 | 2 | 3 | 4 | 5 |
| 7. Enhanced my self-confidence | 1 | 2 | 3 | 4 | 5 |
| 8. Improved my reading comprehension | 1 | 2 | 3 | 4 | 5 |
| 9. Increased my knowledge of other cultures and periods of history | 1 | 2 | 3 | 4 | 5 |
| 10. Increased my enjoyment of learning | 1 | 2 | 3 | 4 | 5 |

F. During the semester(s) you attended this community college, did you:

| | Yes | No |
|---|---|---|
| 1. Work full-time (35 or more hours per week)? | [ ] | [ ] |
| 2. Work part-time? | [ ] | [ ] |
| 3. Take a math skills improvement course? | [ ] | [ ] |
| 4. Take an English skills improvement course? | [ ] | [ ] |
| 5. Take a reading skills improvement course? | [ ] | [ ] |
| 6. Use the job placement services? | [ ] | [ ] |
| 7. Participate in student activities? | [ ] | [ ] |
| 8. Attend primarily as a full-time student? | [ ] | [ ] |

G. Please rate each of the following aspects of this community college. (Circle the answer that most closely reflects your opinion.)

| | Very Good | Good | Fair | Poor | Very Poor | No Opinion |
|---|---|---|---|---|---|---|
| 1. Quality of classroom instruction | 1 | 2 | 3 | 4 | 5 | 0 |
| 2. Class scheduling | 1 | 2 | 3 | 4 | 5 | 0 |
| 3. Job placement services | 1 | 2 | 3 | 4 | 5 | 0 |
| 4. Faculty availability/helpfulness | 1 | 2 | 3 | 4 | 5 | 0 |
| 5. Quality of laboratory equipment | 1 | 2 | 3 | 4 | 5 | 0 |
| 6. Overall quality of college | 1 | 2 | 3 | 4 | 5 | 0 |
| 7. Academic advising | 1 | 2 | 3 | 4 | 5 | 0 |
| 8. Student activities | 1 | 2 | 3 | 4 | 5 | 0 |
| 9. Reading skills improvement courses | 1 | 2 | 3 | 4 | 5 | 0 |
| 10. English skills improvement courses | 1 | 2 | 3 | 4 | 5 | 0 |
| 11. Math skills improvement courses | 1 | 2 | 3 | 4 | 5 | 0 |

H. Have you taken courses at another college/university since attending this community college? (Check one)

[ ] 1. Yes, full-time (12 or more credit hours per term)
[ ] 2. Yes, part-time and seeking a degree
[ ] 3. Yes, part-time but not seeking a degree
[ ] 4. No, I have not taken courses at another college/university

**IF YOU HAVE NOT TAKEN COURSES AT ANOTHER COLLEGE, GO TO QUESTION R.**
**IF YOU HAVE TAKEN COURSES AT ANOTHER COLLEGE, PLEASE CONTINUE.**

I. What is the name of the college or university you have most recently attended?

_____ at _____
College/University Location/Campus

J. Do you intend to earn a degree at the above named institution?

[ ] 1. Yes [ ] 2. No [ ] 3. Not sure

K. What is your curriculum, program, or major at your current college/university?

_____

L. Is your transfer program in the same academic field as the program from which you graduated at this community college? Academic program is in:

[ ] 1. Same academic field
[ ] 2. Somewhat related academic field
[ ] 3. Different academic field

M. How many credit hours have you completed at your transfer college/university?

_____ credit hours completed

N. What is your overall grade point average (GPA) for credits earned at the college/university you are now attending (based on a 4-point scale)? ___.___ ___ GPA

O. How well did the community college prepare you for transfer? Preparation was:

[ ] 1. Very good [ ] 2. Good [ ] 3. Fair [ ] 4. Poor [ ] 5. Very poor

P. How many credit hours for courses with a "C" or better from this community college were not accepted at your transfer college/university?

_____ credit hours not accepted

Q. Please specify the community college course(s) that did not transfer.

_____ _____ _____

**IF YOU ARE NOT CURRENTLY EMPLOYED, GO TO QUESTION Y.**
**IF YOU ARE CURRENTLY EMPLOYED, PLEASE CONTINUE.**

R. What is your current job title? _____

S. Where is your job located? _____
City County State

T. When did you begin your present job?

[ ] 1. Before attending this community college
[ ] 2. While attending this community college
[ ] 3. After graduating from this community college

U. If you are employed full-time, what is your current gross annual salary (before overtime, deductions, and taxes)? All responses are confidential. $_____

V. How well did your community college prepare you for employment? Preparation was:

[ ] 1. Very good [ ] 2. Good [ ] 3. Fair [ ] 4. Poor [ ] 5. Very poor

W. Is your job related to your community college program? Job is in:

[ ] 1. Same field [ ] 2. Somewhat related field [ ] 3. Different field

X. For some programs we would like to contact employers to ask how well they think the community college prepared students for their job. May we contact your supervisor for this purpose?

[ ] 1. Yes [ ] 2. No

Company/Employer's name: _____

_____

Street City State Zip

Supervisor's name and title: _____

_____

Y. If you had to do it over again, would you attend this community college?

[ ] 1. Definitely yes [ ] 2. Probably yes [ ] 3. Not sure [ ] 4. Probably not [ ] 5. Definitely not

Z. If you had to do it over again, would you enroll in the same program?

[ ] 1. Definitely yes [ ] 2. Probably yes [ ] 3. Not sure [ ] 4. Probably not [ ] 5. Definitely not

What did you like best about this community college? _____

_____

_____

_____

What changes could be made to your community college program to improve its services and to help students achieve their goals?

_____

_____

_____

_____

_____

***Thank you for completing this questionnaire.***
***Please return it in the enclosed prepaid envelope.***



ERIC Clearinghouse for Junior Colleges
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